

1982

# School system climate: its relationship to interscholastic athletics

Kent Sheldon Nelson  
*Iowa State University*

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**SCHOOL SYSTEM CLIMATE: ITS RELATIONSHIP TO INTERSCHOLASTIC  
ATHLETICS**

*Iowa State University*

**PH.D. 1982**

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School system climate: Its relationship to interscholastic athletics

by

Kent Sheldon Nelson

A Dissertation Submitted to the  
Graduate Faculty in Partial Fulfillment of the  
Requirements for the Degree of  
DOCTOR OF PHILOSOPHY

Department: Professional Studies in Education  
Major: Education (Educational Administration)

Approved:

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Iowa State University  
Ames, Iowa

1982



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## CHAPTER I. INTRODUCTION

## Background of the Problem

There is an inevitable divergence attributable to the imperfections of the human mind, between the world as it is and the world as men perceive it.

James W. Fulbright  
Speech in the United States Senate  
March 27, 1964 (7, p. 1055)

A. Ross Thomas conceives of schools as "umbilical organizations"; he says they are, "... conceived and born of a central administrative body but their links with such are never completely severed. Therefore, within education systems--local, state, national--there are to be found many similarities in the formal structure and processes of its school progeny. Nevertheless, even when schools within a system reflect closely the demands of their progenitor and achieve both the appearance and reality of a high degree of similarity, differences do exist. The organizational climate of schools is one such difference" (106, p. 441).

The term climate, however, is an elusive and intangible concept. Many authors have claimed that climate is to an organization what personality is to the individual. Others talk about a "feel", and "atmosphere", or a "tone" that is unique to each organization. Frederickson describes climate as:

a set of conditions that tends to produce a common understanding on the part of the members as to what kinds of behavior are acceptable and appropriate. This common understanding results from the perceptions of uniformities in behavior that characterize the members of the organization and that presumably result ultimately from manipulations of sanctions and reinforcements by those in positions of power. (Cited in 63, p. 377)

Halpin and Croft have developed an instrument to measure the climate in schools called the Organizational Climate Description Questionnaire (see Appendix A). The OCDQ measures the climate of schools on a continuum from open to closed. The climate continuum, as defined by Halpin and Croft, has six possible classifications (Open, Autonomous, Controlled, Familiar, Paternal, Closed) which move from the desired and hypothesized effective open climate at one end to the less desirable closed climate at the other end. Open and closed are described as follows:

1. The open climate describes an energetic lively organization which is moving towards its goal and which provides satisfaction for the group members' social needs. . . . the main characteristic of this climate is the "authenticity" of the behavior that occurs among all members.
2. The closed climate is characterized by a high degree of apathy on the part of all members of the organization. The members' behavior can be construed as "inauthentic"; indeed, the organization seems to be stagnant.  
(47, p. 169)

However, merely describing climate as open and closed is not enough. A description is not an explanation. What is needed is an explanation of why one system is open while another is closed. What different variables are operating in the open climate making it more authentic? Indeed, are the perceptions of authentic and inauthentic true, or are the conditions described merely imperfections of the human mind between the climate as it is and the climate as those in it perceive it? Since the OCDQ is a measure of the perceptions of the individuals in the organization, what variables are existing or not existing for those perceptions to be defined on the climate continuum as described by Halpin and Croft?

Researchers and research projects have attempted to isolate and identify those variables. To isolate and identify have been easy, but to find variables that are significant and that can be used to substantiate conclusive results has not been easy. A. Ross Thomas stated, "In the main the labels used have provided generalized descriptions rather than dealing with data of a comparative nature; they have added very little to one's understanding of schools." But he also concluded, "The phenomenon is too important to abandon" (106, p. 443).

One finding that does appear in much of the research suggests a continuing, enduring, yet unidentifiable variable operating in school systems that affect the climate. Halpin and Croft hypothesized that if it were possible to conduct a longitudinal study of the same schools that:

we suggest that there may exist an internal generative effect which tends to make an Open climate become more open while a Closed climate becomes increasingly more closed. (47, p. 23)

Thomas W. Wiggins discussed the presence of a "compelling school climate stability":

The findings of the investigation clearly indicate the presence of a compelling organizational climate stability. Climate did not change when principals were replaced. The principal's behavior became more significantly related to the organizational climate as the length of his incumbency increased. (115, p. 105).

There is a need to continue to examine school systems to isolate and identify variables unique to school systems. If the practice of administration is to improve, then schools as social organisms need to be analyzed. That enduring quality, stability, whatever it might be or in whatever form it might take, needs to be identified, analyzed, discussed and

nurtured. Only then will the evaluation of schools take place on the basis of consonance between desired and perceived organizational climates.

#### Statement of the Problem

In their summary remarks describing the development of the OCDQ, Halpin and Croft, when commenting on the original forty-eight schools visited by them said, "You don't have to be in a school very long before you feel the atmosphere of the place". Every staff member in some way contributes to the organizational climate. So, too, does every activity, curricular and extracurricular, in a school.

The problem undertaken by this study was to determine what, if any, differences exist between (1) the organizational climate of selected Minnesota schools as measured by Halpin and Croft's Organizational Climate Description Questionnaire and this investigator's climate questionnaire and (2) the athletic programs of the selected schools. For the purposes of this study, esprit scores from both the OCDQ and this investigator's questionnaire will be used as the means to determine and evaluate climate.

This investigation will attempt to answer the following questions:

1. Esprit, as defined by Halpin and Croft and as measured by the OCDQ is, in part, a measure of interaction among teachers. Will the subtest scores for "esprit" of coaches be different than those of noncoaches?
2. Will the supportive attitude towards the sports program, as perceived by the coaches, be different in schools having "winning" teams as compared to those schools not having "winning" teams?



3. Will "winning" schools have a different percentage of students involved in the sports program of that school compared to those schools not having a "winning" sports program?
4. Will "winning" schools have a different dropout rate of students compared to those schools not having a "winning" sports program?
5. Is the climate of a school, as perceived by the teachers in that school, any different between schools with "winning" traditions and those that do not have "winning" traditions?

The null hypotheses tested were:

1. There will be no difference in the subtest scores for "esprit", as measured by the OCDQ, between coaches and noncoaches.
2. There will be no difference in the supportive attitudes for the sports program by the board of education, community and administration, as perceived by the coaches in the systems, between schools having "winning" teams and those that do not have have "winning" teams.
3. There will be no difference in the percentage of students involved in the sports program between schools with "winning" teams and those that do not have "winning" teams.
4. There will be no difference in the dropout rate of students in schools having "winning" teams and those that do not have "winning" teams.
5. There will be no difference in the climate of schools, as
  - measured by the school climate questionnaire, between schools having "winning" teams and those that do not have "winning" teams.

Because of the exploratory nature of this study, the hypotheses were tested at the .10 level of statistical significance.

#### Analysis of the Problem

The scope of this study was delimited to twenty Minnesota high schools with student populations between 75 and 350 in grades 10, 11, and 12. Varsity, junior varsity and 10th-grade teams, both boys and

girls, were included. The team sports that were surveyed were: football, girls' volleyball, boys' basketball, girls' basketball and boys' baseball. Membership in Minnesota State High School League is mandatory in Minnesota for all high schools participating in interscholastic athletics. There are 516 member schools.

The top five sports participated in by member schools are those being surveyed for this study. The 1979-80 activities participation summary published by the Minnesota State High School League revealed the following:

<u>Sport (Boys)</u>	<u>Schools</u>	<u>Participants</u>
Baseball	411	10,862
Basketball	510	13,754
Football	508	24,973
<u>Sport (Girls)</u>		
Basketball	505	11,844
Volleyball	504	14,190

Percentages of participation for all schools are as follows: football, 98 percent; girls' volleyball, 97 percent; boys' basketball, 98 percent; girls' basketball, 97 percent; and boys' baseball, 79 percent.

Coaches and ex-coaches included were only those persons coaching or who have coached an interscholastic sport. "Winning" applied to schools that have accomplished at least one of the following in the past five years in one of the following sports: football, girls' volleyball, boys' basketball, girls' basketball, boys' baseball.

1. A conference championship in at least one sport.
2. District runner-up or district championship in at least one sport.

3. Region tournament participant.
4. State tournament participant.

#### Definition of Terms

The OCDQ was developed by Andrew W. Halpin and Dan B. Croft. The climate of a school was described by both teachers and principal on a set of 64 Likert-type items. The four subtests pertaining to the climate as perceived by the teachers were labeled by Halpin and Croft as: disengagement, hindrance, esprit, and intimacy. The four subtests pertaining to the perceptions held by the principal include: aloofness, production emphasis, thrust, and consideration.

The first four subtests pertain primarily to characteristics of the faculty group as perceived by the group and the latter four to the characteristic of the principal as a leader. By a method of factor analysis, the authors identified six organizational climates. They then ranked the climates on a continuum defined on one end as open, and at the other end as closed. The four remaining climates were labeled autonomous, controlled, familiar, and paternal.

It must be remembered that Halpin and Croft set as their objective, when developing the OCDQ, a method of developing a description of a schools' organizational climate. They realized that it would not be possible to treat all the variables which could be conceived as defining the climate of a school so they chose to limit the OCDQ primarily in terms of the relationship among teachers and the relationship between teacher-principal.

. In the preceding section, when discussing the strategy in constructing the OCDQ and the development of the questionnaire into 64 items, it was stated that these items were classified into four behavioral factors in relation to the Teacher and four in relation to the Principal: These eight subtests of the OCDQ were defined as follows:

TEACHERS' BEHAVIOR

1. DISENGAGEMENT referred to the teachers' tendency to be "Not with it." This dimension described a group which was "going through the motions," a group that was "not in gear" with respect to the task at hand. It corresponded to the more general concept of anomie as first described by Durkheim. In short, this subtest focused upon the teacher's behavior in a task-oriented situation. (47, p. 150)
2. HINDRANCE referred to the teachers' feeling that the principal burdened them with routine duties, committee demands, and other requirements which the teachers construed as unnecessary busy work. The teachers perceived that the principal was hindering rather than facilitating their work. (47, p. 150).
3. ESPRIT referred to "morale". The teachers felt that their social needs were being satisfied, and that they were, at the same time, enjoying a sense of accomplishment in their job. (47, p. 150).
4. INTIMACY referred to the teachers' enjoyment of friendly social relations with each other. This dimension described a social-needs satisfaction which was not necessarily associated with

task-accomplishment. (47, p. 150)

PRINCIPAL'S BEHAVIOR

5. ALOOFNESS referred to behavior by the principal which was characterized as formal and impersonal. He "goes by the book" and preferred to be guided by rules and policies rather than particularistic; nomothetic rather than idiosyncratic. To maintain this style, he kept himself--at least, "emotionally"--at a distance from his staff. (47, p. 151)
6. PRODUCTION EMPHASIS referred to behavior by the principal which was characterized by close supervision of the staff. He was highly directive, and played the role of a "straw boss". His communication tends to go in only one direction, and he was not sensitive to feedback from the staff. (47, p. 151)
7. THRUST referred to behavior by the principal which was characterized by his evident effort in trying to "move the organization". "Thrust" behavior was not marked by close supervision, but by the principal's attempt to motivate the teachers through the example which he personally set. Apparently, because he did not ask the teachers to give of themselves, any more than he willingly gave of himself; his behavior, though starkly task-oriented, was nonetheless viewed favorably by the teachers. (47, p. 151)
8. CONSIDERATION referred to behavior by the principal which was characterized by an inclination to treat the teachers "humanly", to try to do a little something extra for them in human

terms. (47, p. 151)

### Esprit

While the aforementioned eight dimensions are important determinants in the overall climate, this investigation has focused primarily on the subtest "esprit" of the OCDQ. Webster's Third New International Dictionary defines esprit as, "the willingness on the part of an individual to put the welfare of the institution above their own". Combining this definition with Halpin and Croft's definition of esprit as, "teachers being satisfied with their social needs and sense of accomplishment in their work", the end result is an organization moving in the direction of its function and accomplishing its goals. The School Climate Questionnaire developed by this investigator (see Appendix B) measures this quality by surveying teachers' perceptions of both student and teacher behaviors in the school setting.

### Delimitations of the Study

The scope of the study was limited to the following factors. First, it was limited to those perceptions and beliefs which were held by teachers of a selected number of secondary schools in the state of Minnesota at a given time. Second, the study was limited to paper and pencil responses of the participants. Recognizing the fact that the responses were generally stated opinions and stated beliefs of a specific group, concluding statements drawn from it must be treated accordingly.

### Organization of the Study

The remainder of the study will include:

Chapter II--Review of Related Literature

Chapter III--The Experimental Design

Chapter IV--Results

Chapter V--Summary, Conclusions and Recommendations

### Summary

For change to come about, direction must be provided. Halpin and Croft (47) have developed the OCDQ to measure the climate of a school system. Climate, as previously mentioned, includes many variables, some that have been identified and found to be positive; some that have been identified yet not proved conclusive; some that have been hypothesized yet not tested; and some that yet need to be discovered. The OCDQ has helped to provide some valuable insights into the understanding of climate. With careful use and close monitoring, it can be a useful vehicle for more knowledgeable probes into the area of climate. As this concept is dealt with further, it is hoped the gap between what is in appearance and what is in reality a "good" system can be narrowed.

## CHAPTER II. REVIEW OF RELATED LITERATURE

### Organizational Structure and School Climate

Rensis Likert has suggested that studying an organization is akin to examining an iceberg. The tip of the iceberg, the visible part, Likert described as the overt aspects of an organization. They include: hierarchy, financial resources, goals of the organization, skills and abilities of the personnel, technological state, performance standards and efficiency measurement. The covert aspects, the invisible base of the iceberg, includes attitudes, feelings (fear, anger, etc.), values, norms, interaction, supportiveness and satisfaction. The overt can be seen and measured while the covert play the key role in helping to shape organizational climate (66, p. 73).

The terms overt and covert become manifest and latent when describing a school. Alan F. Brown viewed a school as an organization in the sense that it contains all the characteristic problems and potentialities possessed by organizations. The problem Brown described is that schools proclaim manifest purposes but follow the dictates of the latent purposes (15, p. 37). This idea was examined by Snyder and Overly who spoke of a hidden curriculum and suggested that high schools may well be teaching concepts and values contradictory to those it intends to teach (8, p. 212). An example from a model developed by Beane (8) for use in the middle schools will serve to illustrate this idea.



Institutional Effect in the High School

<u>Entering Character-</u> <u>istics of Students</u>	<u>Negative Institu-</u> <u>tional Features</u>	<u>Positive Institu-</u> <u>tional Features</u>
Independence Seeking	Adult decision making, restricted movement	Participative deci- sion making (class and school-wide)
Future Confused	Emphasis on tradi- tional curriculum and social roles and expectations	Problems approach, needs approach

Katz and Kahn identified the school as one of society's "maintenance organizations as distinct from the productive and economic organizations", managerial and political organizations, or adaptive and creative organizations" (Cited in 15, p. 37).

Closely related to Katz and Kahn's idea of schools as "maintenance organizations" is Spady's description of the goals of a school organization. Spady stated that schools are a good example of an organization with multiple goals. Schools are expected 1) to impart knowledge and develop the cognitive abilities of students, 2) to socialize young people into adult roles and the world of work, 3) to evaluate and certify that young people have completed various educational hurdles, 4) to sort young people into various educational hurdles and 5) to keep young people off the streets and out of the job market (30, p. 19). The emphasis assigned to these goals varies by district, school and even classroom.

Another way of looking at schools as organizations apart from bureaucratic structure is to look at the nature of activities engaged in by schools. Basil Bernstein has made an analysis of the culture transmitted by the school and has labeled two components, the instrumental and the expressive. He explained:

I propose to call that complex of behavior and activities in the school which have to do with conduct, character and manner, the expressive culture of the school, and the complex of behavior and the activities which generate it, which have to do with the acquisition of specific skills, the instrumental culture. (Cited in 60, p. 14)

Limiting climate to Bernstein's instrumental culture, Clark (20) described school climate as being composed of program determinants, process determinants, and material determinants. Components of each include:

#### Program Determinants

Opportunities for active learning--students are totally involved, able to demonstrate use of their knowledge and skills.

Support and structure appropriate to learner's maturity--the school designs its programs, activities, and requirements consistent with the ever-changing intellectual, social, and physical developmental characteristics of youth.

#### Process Determinants

Problem solving ability--well-developed structures and procedures for sensing problems, for inventing solutions, for implementing them, and for evaluating their effectiveness, are developed and strengthened.

Effective communications--communication involves sending, receiving, and understanding feelings, and ideas--openly and honestly.

Involvement in decision making--persons affected by a decision have an opportunity to provide input. A variety of decision-making models is used; the entire process is reviewed periodically for effectiveness and efficiency.

Ability to plan for the future--the school determines and plans for its immediate and long-range future.

#### Material Determinants

Adequate resources--this includes provisions for instructional materials, laboratories, desirable classrooms and

learning-area equipment, furniture, textbooks, references, other materials, and adequate expendable supplies.

Another way of looking at an organization is to view it from the individual's perspective as opposed to an organizational perspective. A case example by Deal and Rosalen (30) serves to illustrate.

Case 1: A school district is experiencing major conflicts among the various people in the district. This conflict exists within all levels and is particularly acute between the district office staff and principals. At the school level, there is considerable conflict between the principals and occupants of a newly created role--resource teacher. How does this situation look from the two perspectives?

	<u>Individualistic</u>	<u>Organizational</u>
Initial Question	Why do the people in our district have so much trouble getting along?	What is there about our organization that produces so much interpersonal conflict?
Perceived	The personalities and individual orientations of the people in our district are very diverse, making harmony impossible.	The roles and responsibilities in our organization are ill-defined and overlap. There is no established procedure for resolving conflict.
Strategy	Hold a human-awareness workshop to make individuals more sensitive to others and give them more interpersonal skills in dealing with conflict.	Discuss roles and responsibilities to identify areas that are unclear or that overlap. Develop formal procedures for resolving conflict.

But whatever their descriptions or purposes every organization once fully developed has its own feeling--tone or atmosphere or organizational climate.

In specific terms, organizational climate refers to a set of properties of the work environment perceived by individuals who work there and which serve as a major force in influencing their job behavior.

Illustrations include structure, job descriptions, performance standards, rewards, leadership style, challenge, supportiveness, and work values. These interaction climate factors influence such key variables as satisfaction, production and efficiency.

There is, however, a dichotomy operating in school systems that contributes to the climate of a school. Alan F. Brown called this dichotomy, "The cognitive fallacy." He said, ". . . there is absolutely no necessary logical reason for supposing good leader behavior in and of itself to have a cognitive pay-off at the pupil level. The explanation lies in organizational, not educational, terms" (15, p. 44).

Philip Cusick examined the effect of organizational structure on behavior. He found that the organization of small alternative high schools produced more involvement in school activities, less class cutting, and fewer discipline problems. The organization possessed a "high level of existence" or vitality and had the ability to tolerate conflict. Contributing to the success of the organization were face-to-face interaction, commonness of purposes and student freedom (27).

Diebert and Hoy (1977) in a study of forty high schools found that the more humanistic--and thus less custodial--the pupil control orientation, the greater the chances that students are moving toward self-realization (Cited in 8, p. 210).

Herr et al. (51) stated that there are structured properties and environmental characteristics of everyday schools which influence both student and teacher behavior. They continued by saying, "Indeed, as social learning theory has demonstrated, behavior is shaped by the

influences of role models, imitation, and reinforcement schedules, each of which is purposefully or randomly pervasive in any social organization" (51, p. 57). As mentioned previously in Chapter I, the values of a school as a social system are frequently enumerated by philosophical statements and codified regulations of the formal organization, but it is the informal organization which transmits the values or some others through personal interaction. This interaction between the environment has led Herr et al. (51) to conclude, "Therefore, if we wish to explain, predict, or shape the behavior of individuals, we need to know not only what is inside of them--abilities, natures, beliefs, norms--but also what is in their environment or more importantly what they perceive to be in their environment" (51, p. 61).

#### Global Impact of Athletics

For an important part of this environment, Dr. Robert W. Frederick has coined the term "the third curriculum" to describe those aspects of the school program such as student government, theater arts, social activities and athletics (43).

To say that athletics is an important part of American culture is an understatement. It is no exaggeration when politicians speak of America in terms of motherhood, apple pie, and baseball. Sports terminology pervades our country. When President Eisenhower called for "team spirit", all Americans knew what he meant. To have "two strikes" on a person, to "strike out", to "win in a walk", to "play the game", to "make a comeback"--those expressions are part of our American language.

Athletics have provided some Americans escape from poverty, rejection, and alien status. George Washington Carver is less well-known than Joe Louis or Jackie Robinson. It is interesting to note that integration in athletics preceded integration in some public classrooms (68, p. 69).

On the local level, a common phenomenon is for whole towns to shut down when the local high school is in the state championship playoffs.

Boyle summarized the impact of sports as follows:

Sport permeates any number of levels of contemporary society, and it touches upon and deeply influences such disparate elements as status, race relations, business life, automotive design, clothing styles, the concept of the hero, language and ethical values. For better or worse, it gives form and substance to much in America. (Cited in 68, p. 380)

Sports and education are intertwined in American society. Coleman's elaborate study in 1957 and 1958 of ten Illinois high schools documented the vital significance of athletics in American secondary education. He found that regardless of school size, location, or socioeconomic comparison, athletics dominated school life. Coleman's (23) other findings revealed:

1. Memberships in a school's elite group ("leading crowd") varied by sex. Girls were included because of ascribed characteristics (parent's achievement, good looks, possessions). However, membership for boys was based on achievements, especially in athletics.
2. The most important attribute for male popularity was "being an athletic star." This trait was consistently more important than (in order of importance): being in the leading crowd, being leader in activities, high grades and honor roll, having a new car, and coming from the right family. .
3. When asked how they would most like to be remembered, 44 percent of the boys said as an athletic star, 31 percent said as a brilliant student and 25 percent replied, most popular.

Replicating Coleman's study, D. Stanley Eitzen (34) wanted to determine if sports participation was as dominant a criterion for status among adolescents now as Coleman found and reported almost two decades ago. Coleman's question, "If you could be remembered here at school for one of the three things below, which would you want it to be?" asked in 1957, was again asked in Eitzen's 1976 study. Coleman's data revealed that 31 percent of the boys wished to be remembered as a brilliant student, 44 percent as an athletic star, and 25 percent as most popular. The percentages from Eitzen's study were 25 percent, 45 percent, and 30 percent, respectively.

Numerous investigators have examined the relationship between participation in interscholastic athletics and its effect on students' personality, peer relationship, aspirations and educational attainments including attendance and scholarship.

At the secondary school level, sport becomes an integral part of the youth subculture and tends to be highly valued in most secondary schools. The secondary school provides role models and reinforcement from significant others for the learning of specific sports roles. Loy et al. reported on Olympic caliber track and field athletes. They reported that the athletes' initial interest in sports was aroused during high school years. Eighty percent reported that they attended a high school where students and teachers considered track and field to be an important extracurricular activity (68, p. 228).

Edwards described the social significance of sports in terms of seven basic ideological elements: (1) character development,

(2) discipline, (3) competition, (4) physical fitness, (5) mental fitness, (6) religiosity, and (7) nationalism. All the elements of hard work, honesty, severity, perseverance and the deserved rewards of success are inherent in sports. Edwards concluded by saying, "In brief, the American Sports Creed, like the American Dream, represents an identical model of the American success ideology" (Cited in 68, p. 381).

Because education extols those same values, it is not hard to see why athletics occupy such an important place in our school systems.

One definition of education is "the sum total of changes in behavior." In other words, to educate is to develop. Behavior includes both those mental and physical qualities that make up a person's personality. Robert Singer stated that personality is determined by genetic factors but modified by environmental experiences. One influences the other so that personality can influence activity experiences (98).

The influence of athletics in schools is one such experience.

Singer stated:

By the time a coach encounters an athlete for the first time, the athlete's personality is fairly well-established. Still, the coach's potential influence on the child should not be taken lightly. Meaningful relationships and experiences have a telling effect on personality. (98, p. 241)

Cross sectional studies between athletes and nonathletes reveal differences in personality make-up. Some typical investigations in this area are described.

Booth used the Minnesota Multiphasic Personality Inventory (MMPI), a personality instrument, to compare 141 college athletes with 145



nonathletic college students. The investigation found that the nonathletes scored higher on the anxiety variable than did a corresponding group of athletes. Further analysis was done with athletes in individual and team sports, and the team athletes made notably lower scores on the depression variable (98, p. 71).

Cooper's (1969) and Ogilvie's (1967) analyses of the literature contrasting athletes with nonathletes revealed the following composite:

The picture painted of athletes describes them as follows:  
 (a) more outgoing and socially confident; (b) more outgoing and socially aggressive, dominant, and leading; (c) higher social adjustment as rated by both teachers and peers and also higher in prestige and social status and self-confident; (d) stronger competitors; (e) less compulsive; (f) less impulsive; (g) greater tolerance for physical pain; (h) lower feminine interests and higher masculine ones. (In Cooper, 24, p. 19.)

By codifying athletics as part of the system, schools give credence to those values inherent in sports. In turn, those values become part of the individuals who make up the school system. One influences and is influenced by the other. The net effect on the environment becomes apparent. The norms of the institution become the norms of behavior for those individuals in the institution.

#### Institutional Effects of Athletics on School Climate

There was nothing in the review of literature to suggest a relationship of any kind between athletics and the overall climate of the school system. Lack of evidence, however, does not prove lack of existence.

Suggestions by researchers in the area of organizational climate point to the possibility that athletics could be an influencing factor in

the climate of a school. A. Ross Thomas states. "In the preceding review of research it has been shown that the correlation of variables with the dimensions of organizational climate has proven a more profitable approach than with global categories" (106, p. 455). He concludes by saying ". . . the balance of evidence suggests that perceptions of 'openness' and 'closedness' as well as some of the dimensions of organizational climate may be influenced by the socioeconomic environment of the school and also, perhaps, by certain personality characteristics of principals and teachers" (106, p. 455).

Halpin and Croft, authors of the OGDQ, have suggested that there may exist an internal generative effect which tends to make an Open climate become more Open while a Closed climate becomes increasingly more Closed (47).

Wiggins, in his studies, found ". . . the presence of a compelling organizational climate stability." A principal's behavior, in his study, became more significantly related to the organizational climate of the school as the length of his/her incumbency increased (115, p. 104).

In the Conclusions and Recommendations section of his Ph.D. thesis, Stansbury stated, "An investigation should be made to examine the possibility of climate being multidimensional" (103).

Athletics is an important dimension and part of the tradition of any school system. Traditions, also, are both stable and internal. Webster's New World Dictionary defines tradition as "a long-established custom or practice that has the effect of an unwritten law."

Frederickson has described climate as "a set of conditions that

tends to produce a common understanding on the part of the members as to what kinds of behavior are acceptable and appropriate." He continued by saying, "This common understanding results from the perceptions of uniformities in behavior that characterizes the members of the organization and that presumably results ultimately from manipulations of sanctions and reinforcements by those in positions of power" (Cited in 63, p. 377).

Athletes adhere to a separate set of rules and regulations in order to remain eligible for participation in athletics. In Minnesota, the Minnesota State High School League dictates to athletes rules governing grades, behavior, attendance at school, alcohol, tobacco and drug use. Individual coaches in each sport have their own set of training rules and behavior regulations. Cut of hair, dress and curfews all are within the realm of the coach's influence. Disciplinary action results when behavior is unacceptable or inappropriate.

Cusick studied organizational structure and student behavior in secondary schools. He explored the reciprocal relationships that he said existed between the behavior of students and the organizational structure of schools. He concluded by saying:

organizational structures are never neutral, but rather within their prescribed roles, decision making processes, technology, patterns of communication and even their unintended effects, they create the situation within which participants develop their ways of behaving and believing. We believe that much of the behavior exhibited by students and even teachers in schools can be explained in terms of the organizational structure of those schools. (27, p. 18).

Snyder and Spreitzer stated that the social organization of schools is composed of two concepts--social context and value climate. Social

context refers to those dimensions of a school that measure socioeconomic status, racial mixture, size, school plant, curriculum, and teacher characteristics. Value climate refers to the dimensions of student attitudes, values, and normative expectations (101, p. 460).

Boocock opined, "The value climate that gets built up in a school comes to exert an influence above and beyond what would be predicted on the basis of student body characteristics alone" (13, p. 203).

Boocock suggested further that the values permeating a school system make the whole of the system, in this case the climate, greater than the sum of the individual parts of the school.

At the beginning of this chapter, Likert was quoted as saying that the overt aspects of the organization such as: hierarchy, financial resources, goals of the organization, skills and abilities of the personnel, technological state, performance standards and efficiency measurement can be measured while the covert aspects of the organization such as: attitudes, feelings, values, norms, interaction, supportiveness and satisfaction play the key role in helping to shape the organizational climate.

However, the closer the individual aspects of an organization are and the more interdependent they become, the better chance the organization has of providing direction for those individuals who are part of it. If the values of an organization become the values of everyone in the organization, the greater the chance the organization has of fulfilling the purposes for which it was intended.

For example, different writers have maintained that schools are

maintenance organizations in our society. An important part of schools is regular attendance. When every aspect of a school organization, from the administrators and teachers to each individual extracurricular activity, encourages regular attendance, it reinforces and gives credence to the idea. A regular feature in many schools is the requirement that an athlete must be in attendance the day of the athletic event in order to participate. The Official Handbook of the Minnesota State High School League states: "Students shall also be attending school and classes regularly, i.e., be listed on the appropriate school records and not have been dropped because of irregular attendance, extended absence, or suspension from school."

To elaborate, Pugh's study of educational institutions found three distinct interdependent levels of behavior in organizations. He labeled them (a) organizational structure and functions, (b) group composition and interaction, and (c) individual personality and behavior (81, p. 238).

The remainder of this chapter will deal with the influence that athletics has on an organization and will deal specifically with those components of a school that are part of the larger aspects as identified by Pugh. Combining Pugh's behavior levels with components identified by an examination of the literature, the remainder of this chapter is as follows: Organizational Structure and Functions will include: student dropouts, delinquency, performance and grades in the classroom. Group Composition and Interaction will deal with self-concept, conformity, co-operation and socialization. Individual Personality and Behavior will

examine student aspirations and expectations.

#### Organizational Structure and Functions

Dr. Lawrence E. Horine used a t-test and found significant results at the .05 level between athletes and nonathletes' grade-point averages. Athletes (N=200) had a grade-point average of 2.22 when compared to non-athletes (N=400) grade-point average of 2.07 (52, p. 52).

High school male and female basketball players are "brighter" than their classmates based on a comparison of grade-point averages. The total grade-point average determined by Eidsmore of 592 players in all subjects carried was 2.523, whereas the grade-point average of their nonparticipating classmates was 2.085 (32, p. 54).

Athletes who participated more in sports had grades higher than non-athletes. When 304 athletes and nonathletes of similar IQs were compared in Schafer and Armer's study, the athletes' grades were better, 2.35 to 2.24 (92, p. 50).

That athletes appear to receive grades at least as high, and perhaps higher was determined by Clark. He cautions, however, by saying, ". . . it is not known how many potential athletes have been eliminated from studies because they were academically ineligible to be a member of the school team that was sampled" (20, p. 45).

Rehberg hypothesized that there are five intervening constraints between athletic participation and academic achievement. They are:

- (1) association with highly achievement-oriented peers;
- (2) transfer of achievement values from sport to the classroom environment;
- (3) an increasing self-esteem, which creates higher levels of aspiration in other

domains; (4) pressure applied internally and externally to present a consistent image in all domains as a successful individual; and (5) more scholastic and career guidance from adult significant others, especially those within the school environment (82, p. 88).

In a study of two unidentified midwestern schools, 585 boys, 164 of whom were athletes, were graded for the full three years of senior high school on a numerical scale of zero to four. Grades of athletes averaged out to 2.35 or C. and those of nonathletes to 1.83 or D (91, p. 277).

Athletics can affect the student dropout rate. In the research referred to previously, Schafer and Armer discovered that almost five times as many nonathletes dropped out of high school as athletes. The authors concluded that athletics exert "a holding influence" on students tempted to quit school (92, p. 50).

Coaches usually set strict standards of behavior, not only on the field but off as well. Thus, there are rules prohibiting smoking, drinking, maintaining late hours, wearing beards or long hair, and delinquent behavior in the community. Most athletes internalize these standards, as well as other less formal but just as conventional standards, and, moreover, exert pressures on other athletes to conform to them as well.

In short, the athlete, more so than the nonathlete, is more likely to be exposed to strong conforming influences. Such influences are further reinforced in the wider school and community where basic training rules are fairly well-known, and the athlete's behavior is under public scrutiny. The result of these influences should be that athletes are

delinquent less often than nonathletes. Riess has concluded that delinquency is sometimes the result of weak external social controls. Other things being equal, boys who are exposed to strong social controls from parents or other authorities are less likely to deviate. It may be that the training rules regulating off-the-field behavior of athletes deter some youths from engaging in delinquent behavior (85).

Schafer examined the high school records of 585 boys in two mid-western senior high schools. Of the 585 in the total sample, 164 (28 percent) were classified as athletes. Delinquency, the dependent variable, was measured by examination of the juvenile court records of the county in which the two schools were located. The authors controlled for academic achievement and the father's occupation. The results of the study indicated a negative association between athletic participation and delinquency. Seven percent of the athletes had a court record compared to seventeen percent of the nonathletes (90, p. 44).

A replication study on athletics and delinquency was done by Segrave. His study dealt with the types of delinquent offenses committed by juveniles. He developed a seriousness index of offenses committed. Offenses were classified into high and low categories on the basis of the mean score attributed to each of the 24 offenses. A study was made of 179 male students selected from three state high schools. Segrave's results indicated the following:

1. Among athletes only 31.1 percent reported involvement in serious delinquent behavior compared to 70.2 percent of nonathletes.
2. When social classes, high and low, were compared, 27.3



percent of nonathletes in the lower socioeconomic class reported involvement in serious delinquent behavior compared to only 6.0 percent of the athletes in the upper socioeconomic class.

The author concluded that the more serious the offense, the greater the influence that participation in athletics would seem to have on reducing the chances of juveniles becoming involved in delinquent behavior. And, when delinquency is defined as more serious, the deterrent aspects of athletics is most potent among high socioeconomic youths (94).

Alcohol use is a form of delinquency among teenagers. Teenagers opting for recognition and acceptance succumb to peer pressure and "join the crowd". The decision to drink or not drink is thought to be related to parental guidance and influence, peer group association, educational goals, and extracurricular activities. Hayes and Tevis stated: "Research has shown that a teenager's decision to drink or not drink may be learned and acquired as a multitude of variables influence the choice of abstinence or participation" (49, p. 26).

Hayes and Tevis surveyed 405 10th-, 11th-, and 12th-grade male and female students. Respondents were asked questions regarding their alcoholic drinking habits. Frequency of drinking, amount consumed and attitude towards drinking were surveyed. Students were grouped, athlete and nonathlete.

The results of analysis variance indicated a significant difference between athletes and nonathletes with respect to their reported drinking behavior. Nonathletes not only drank more, but when engaged in drinking, classified themselves more often as moderate to heavy drinkers when

compared to athletes. Nonathletes also had a more tolerant attitude towards the use of alcohol (mean score, 66.65) when compared to athletes (mean score, 57.79). The authors concluded that the athletes are subject to the coach's mind concepts about alcohol and have not formed their own beliefs and its use (49).

#### Group Compositions and Interactions

That athletes are more outgoing and socially confident has been previously mentioned (Cooper, 24). It follows, then, that athletes because of their special experiences and high rate of interaction tend to develop values, norms, and beliefs favorable to those in the same circumstances. Phillips and Schafer found that athletes interact with other athletes much more than do nonathletes, and, while athletes appear to expect the same kind of conduct from their friends, the norms shared by the athletes are much more intense and more likely to regulate behavior. That is, athletes appear to be under greater pressure to conform to conventional school standards than are nonathletes (79).

In an interesting study by Beelick (9), students' sources of satisfaction and dissatisfaction were examined. Two hundred seventeen students were randomly selected from a midwestern high school. Each student was personally interviewed to determine sources of student satisfaction and dissatisfaction. Responses from the students were classified into sources and effects of student satisfaction and dissatisfaction with school. Sources of satisfaction in order of importance for students in school were: 1) achievement, 2) recognition, and 3) school

activities and school work itself. The leading source of student dissatisfaction was teachers' behavior followed by interpersonal relations with peers and school policy and administration. The author concluded by suggesting that education may be able to increase student satisfaction and decrease student dissatisfaction by improving the opportunities for students to achieve, be recognized, have interesting school work, participate in extracurricular activities, and have friendly, considerate teachers.

Self-concept and its relationship to athletics is akin to the chicken and egg problem. Which comes first? Does positive self-image, i.e., good muscular coordination, quick reflexes and agility lead to success in athletics, or does participation in athletics which seeks to develop muscular coordination, quick reflexes and agility lead to self-concept? Indeed, can self-image be realistically measured? How accurate are self-reported scores? Yarworth and Gauthier, Jr. (119), in a study of 459 high school students drawn from five Pennsylvania high schools, examined the main and interactive relationships among five independent variables and three dependent variables. The five independent variables were self-concept, as measured by the Tennessee Self-Concept Scale, membership in a specific high school curriculum track, academic achievement, central classification, and grade classification. The dependent variables were participation in the total school activity program, subdivided into participation in the school athletic program and participation in the nonathletic activity program. This study was unique, because it was the first of its kind to combine psychological variables with personal

variables. The psychological variables measured by the Tennessee Self-Concept Scale included the major dimensions of self-perception which are self-esteem, self-criterion, variability, certainty and conflict. Regression analysis statistics indicated that not only was there a positive difference in the self-concept scores of high-and-low frequency participators, but that this difference is significant for all three categories of student activities.

The authors concluded by saying that the study ". . . established the importance of self-concept in the relationship between academic achievement and participation not only in athletics but in non-athletic abilities and the school activity program as a whole" (119).

Bender sampled 3,000 males and females in grades 7 through 12. He concluded that for both sexes, academic achievement was positively related to participation in each of the extracurricular activity areas (10).

Landers et al. (64) came up with different results in their study in 239 Maryland and 403 Pennsylvania high school students. The SAT scores of male students who were out for athletics only were compared to male athletes who were, also, in other extracurricular activities. The national average total SAT scores in Maryland for 1974-1975 was 932. The Maryland "athlete only" SAT mean score was 888.18 while the "athlete-service" score was 1002.84. Similar results were reported for the Pennsylvania samples. The national average total SAT score in 1976-1977 was 928. For the "athlete only", the mean score was 791.61 while the "athlete-service" mean score was 903.95. The authors concluded by saying, "athletics, as a form of extracurricular participation, only provides

a forum for developing attitudes and skills from which status goals evolve and upon which future success is grounded when they are combined with other extracurricular activities" (64, p. 482).

### Individual Personality and Behavior

A goal of secondary education is to help students prepare for their future. During the high school years, students are exposed to an array of academic and nonacademic subjects. Strengths and interests become apparent in certain subjects while others are taken merely to satisfy graduation requirements. Students with strong academic skills and interests are encouraged to go on to college. Less academic students pursue vocational areas.

The high school years are formative ones. Parental authority and influence decline while peer pressure and school influences become the dominant criterion for a student's values, beliefs and behavior. In schools, teachers, counselors and coaches help to influence students' future choices. This is especially true for athletes.

Schafer and Rehberg found that athletes tend to have higher educational expectations and higher rates of college attendance than their nonathletic counterparts (Cited in 102). Schafer suggested four possible reasons for this. First, athletes may receive special academic encouragement and assistance from teachers, counselors, coaches and peers. Second, the physical conditioning and discipline accompanying athletics might transfer to educational endeavors. Third, eligibility requirements and the hope of qualifying for college scholarships might motivate

athletes to achieve higher grades than they would otherwise. Fourth, the prestige resulting from athletic participation may produce a more positive self-concept and higher aspirations in other activities, including academic work (Cited in 102, p. 172).

Rehberg provided an additional explanation. Athletic participation facilitates membership in the "leading crowd" in high school which is disproportionately middle-class in origin and typically is college oriented (82, p. 72).

In a replication study done by Spreitzer and Pugh, 1,780 students attending thirteen high schools in five Connecticut cities were surveyed. The authors wanted to determine if participation in athletics encouraged educational expectations beyond high school. Using regression analysis and controlling for parental socioeconomic status, parental academic encouragement and student grade average, the authors found that athletic involvement during high school has an independent positive effect on educational expectations. The data showed that 64 percent of the male high school athletes expect to complete four or more years of college as compared to 51 percent of their nonathletic counterparts. Additionally, a higher proportion of athletes were enrolled in the college preparatory curriculum of their high schools (71 percent as compared to 58 percent of the nonathletes) (102).

The values that a school system recognizes can also play an important part in determining the recognition that a student or an athlete receives for his/her accomplishments whether it be on the athletic field or in the classroom. Part of the study by Spreitzer and Pugh determined

the extent to which a school system which emphasizes the accomplishments of athletes can enhance popularity, thus producing inflated aspirations of the athletes. The authors contended, "The school value systems determine the extent to which achievement in various activities results in peer recognition and prestige. For example, some school value climates reward the 'all around boy' who is both an athlete and scholar. Whereas other value climates reward the 'athletic specialist' without a corresponding emphasis on scholarship. Still other school value climates are oriented around the 'scholar specialist' with a de-emphasis on athletic pursuits" (102, p. 180). If a school system can be influential, it follows then that in schools whose athletic achievement is rewarded in isolation from academic excellence, one would expect athletes to experience enhanced popularity which in turn would stimulate higher educational goals. Statistical analyses of the data supported the hypothesis. In schools where the athletic specialist is highly regarded, the relationship between participation and expectations is quite strong, with 80 percent of the athletes expecting to complete at least four years of college as compared to 57 percent of the nonathletes (102).

Otto and Alwin, in a study of four hundred forty-two respondents over a fifteen-year period, found that participation in athletics had a positive effect on educational aspirations. Identifying fifteen variables and using regression analysis, the authors stated, "The proportion of the total effect of athletics mediated by significant others' influence and aspirations is 78 percent for educational attainment, 92 percent for occupational attainment, and 37 percent for income." The authors

offered two plausible reasons as explanations. First, participation in athletics may teach interpersonal skills that are readily transferable and marketable outside of athletics. Second, athletics may serve an allocation function by raising the visibility of participants to interpersonal networks, contacts, and information channels that are beneficial in establishing careers (77, p. 112).

It is evident from the preceding review of literature that athletics has a mediating influence on students and school systems. The problem, however, is to determine whether that influence is the result of a cause-and-effect relationship. For example, overall, it must be concluded that there does appear to be a positive correlation between academic achievement and participation in sports. However, there is the possibility that other factors may have an effect upon an athlete's GPA. One major requirement of participation in athletics is academic eligibility. Academically ineligible students simply do not appear on athletic teams, and often considerable effort is expended by tutorial arrangements to help maintain the eligibility of athletes. The same can be true for the claim that participation in athletics reduces the chances of a student becoming delinquent. It is highly likely that if an athlete was delinquent, and his name appeared in the court roles, he would be removed from the team. As Schafer stated, "The negative relationship between athletic participation and delinquency may not be the result of the deterring influence of athletics at all, but rather to the selection of conformers to the athletic program" (90, p. 45).

Then there is the problem of the effect that athletics has on an



individual, and whether there is any appreciable change in an athlete's personality and value system including beliefs, motivation and behavior because of his participation in athletics. Comparisons have been made between athletes and nonathletes without regard to the question of whether or not these populations could be considered to have been initially similar. Singer contended, "It is difficult to resolve the issue of the extent to which personality profiles are modified due to athletic participation as compared to the influence of personality on activity preference" (98, p. 587).

The debate continues. Christopher Stevenson, in a scathing review of the literature dealing with the positive influences of athletics said, "The stated educational legitimation of physical education and of athletics must, therefore, remain in the realm of 'belief' and should not be treated as 'fact'" (104, p. 296). Athletics occupies an important place in our schools and society. It is important enough that a legitimate effort must continue to close the gap between "belief" and "fact" or as Fulbright alleged, ". . . between the world as it is and the world as men perceive it."

#### Aphorisms of Winning

The athletic program, in any school, is a microcosm of the larger macrocosm, the school organization. It has, like Likert's description of an organization, both covert and overt aspects. Each coach, within the sports program, has his or her own philosophy about sports. Part of that philosophy is summed up in the attitudes toward winning.

The controversy surrounding the effects of athletics is minor when compared to the contradiction in attitudes toward the idea of winning versus participation. Whereas those opposed to athletics can be measured in degrees of varying amounts along a continuum, those who believe that winning is the only reason for participation are polarized into one camp and those who believe in playing for the sole purpose of the job of participation are polarized into the opposite camp. If there is no such thing as being a little bit pregnant, so too there is no such thing as a middle ground between the two camps. These ideas can best be expressed in the aphorisms attributed to sports and those who coach and play them.

The most popular states, "It's not whether you win or lose that's important, it's how you play the game." The founder of the modern Olympic games, Baron Pierre de Couberton, said, "The most important thing in the Olympic Games is not to win but to take part, just as the most important thing in life is not the triumph but the struggle" (cited in 72, p. 68).

John Brodie, former San Francisco quarterback, in his book, Open Field, said, "If winning is your first and only aim, you stand a good chance of losing. Your first commitment must be a total and enthusiastic involvement in the game itself" (Cited in 72, p. 68).

Participation as the objective is contrasted with winning as the objective. Earl Weaver, coach of the Baltimore Orioles, said, "There's a winner in every game or it's not a game. Even debating teams in high school try to win. When they start putting the loser on top of the winner, that's what I'll strive for. But the way I figure it, the fun

of anything you do in a game is winning" (Cited in 75, p. 14).

If winning is the objective, the benefits of winning are even more pronounced. Lo Hunter, coach of Evergreen's High School state winning volleyball team, explained, "Winning teaches an athlete pride, pleasure, confidence, self-respect, and love for authority. What does losing do for her?" (56, p. 61). The climax of winning can be euphoric. She concluded by saying, "But the enjoyment that comes from winning and success is fantastic--like being on a honeymoon" (56, p. 61).

Equally emotional is the fact of losing. Said Dennis Caryl, head football coach at Upper Iowa University:

There is a loneliness which comes from failure. When things are going in the opposite direction for you, there is a creeping darkness of loneliness that comes over your mind--the loneliness of failure. You wonder if anybody cares. . . . Thoughts like, "I wish I could hide. Maybe I should not be seen in public. Everybody in the world knows I failed. All eyes are looking at me." Failure is a lonely road. (Cited in 26, p. 23)

The emotionalism that surrounds winning and losing is evident. It is obvious to anyone who has ever watched or participated in athletics. An important thing that athletics teaches, however, is the ability to deal with that emotionalism.

It must be recognized that winning and losing are the final outcomes of any athletic contest and high school athletes must be prepared to deal with that fact. How they deal with it and the lessons they learn depends, to a great extent, on how they have been coached and the attitudes of their coaches.

A common theme running through all of the literature dealing with winning and losing is that compatibility is the key to any successful

team. The team that gets along together plays well together. They don't have to waste energy on patching up quarrels.

An interesting study was done by Barbara Kolonay of Tulane University as part of her doctoral dissertation. She administered compatibility quizzes to eight National Basketball Association teams during the 1978-79 season in order to trace the relationships between player compatibility and team winning. The winning teams tested out to have almost twice as much compatibility as those teams with losing records. She concluded, "A perfect compatibility score would have been zero. The winning teams scored 2,781 in compatibility and those with losing records reported a team score of 4,448" (Cited in 26, p. 7).

As further evidence of her theory, Kolonay field tested the compatibility quiz using high school basketball players. She assigned teams on the basis of compatibility quiz results and allowed each team to select its own player/coach. The teams practiced for two weeks in preparation for a three-day tournament. The compatible team won all three games in the tournament.

Likert classifies emotionalism and compatibility as part of the covert aspects of an organization, the parts that play the key role in helping to shape organizational climate. However, the overt makes the covert possible. The overt is the visible, tangible activity that helps to shape the covert. An example will serve to illustrate. Kolonay maintained that compatibility is the key ingredient in a successful team. The question then becomes one of can this attribute be taught and if so, how?

Gayle Van Meter, coach of the championship Palisades High School volleyball team that has a ten-year record of 218 wins and 5 losses, uses the technique of "compliments and condolences" in her program. She explains:

Players are trained to offer condolences and congratulations to one another whenever appropriate during a game. Each time a player misses a hit during practice scrimmage, I stop the action while team members pat her, reassure her and otherwise let her know it is O.K. When a player makes a terrific play, I stop the practice while her actions are praised in the same physical and verbal manner. . . . The habit of offering condolences and compliments helps to avoid the emergence of the prima donna. Team members do not individualize or split into groups quite so readily. Also, players are not allowed to coach one another. Praises and pep-ups are the only responses they are allowed to their teammate's moves. (108, p. 36)

The next effect of this technique, one example of the many that coaches use, is obvious. The team, not the individual, becomes the focal point of concern. Each individual is valued for the contribution he or she makes to the team. The team effort becomes the important factor and each member of the team must sacrifice for the common good of the team. This value system is but a small part of the overall value system of a school yet it does have an effect. As Boocock suggested earlier, "The value climate that gets built up in a school comes to exert an influence above and beyond what would be predicted on the basis of student body characteristics alone" (13, p. 203).

Those values help to provide direction and give credence to the athletic program. They become the foundation on which to build the sports program. When that program is successful and produces a winning season or an outstanding athletic team it becomes proof that the system is working. Willerman made this point clear when he said:

High school coaches are almost always former athletes who have been socialized by the American athletic system and are further indoctrinated into the role by the public pressure for winning. Inbreeding in the training process engenders conformity to the expected values of the subculture. Classroom teachers exist in the relatively secure environment of their own domains, isolated, and they rarely have to put their class and the results of their teaching ability on display weekly in front of thousands of spectators. The classroom teacher's competence is almost always judged professionally; it is not based on the numbers on a scoreboard. (116, p. 395)

McPherson discussed the higher educational and occupational aspirations of athletes compared to nonathletes. He ascribed this to the enhanced status of the individual as the result of athletic involvement. He concluded by saying, "Moreover, status is most likely ascribed to those who are successful. Hence, 'success' may be more important than participation" (74, p. 605).

Earlier in this chapter Wiggins described "the presence of a compelling organizational climate stability" (115). Halpin and Croft suggested that, "there may exist an internal generative effect which tends to make an open climate become more open while a closed climate becomes increasingly more closed" (47).

Winning, or a winning tradition, might just be that compelling stability or internal generative effect bringing life into a school organization. The phenomenon of a new gymnasium being built, a new scoreboard purchased and other visible signs of support after a team has won a championship, especially a state championship, is all too common. Whole towns will shut down when their team is playing in a state championship. The excitement and enthusiasm generated by a winning team helps to renew community interest and support in the school system. Support by the

administration, teachers and students has a focal point around which they can rally. Coaches' impressions and philosophy suddenly become important and respected. Athletes become models to emulate. While there are some who maintain that all this attention detracts from the true purpose of a school, that of education, the reality of the situation forces us to examine this phenomenon.

The dichotomy of Vincent Lombardi's aphorism about winning which states, "Winning isn't everything, but it is the only thing worth striving for" suggests that winning like education is an ongoing process. It is never complete, it never stops, and it is a continuous and an ongoing process worth striving for.

#### Summary

Athletics does affect a school system and indirectly the climate of that system. To date it has not been proven conclusively that this effect is either a positive or negative force. Indeed, it might even be neutral. However, an organization is not an amorphous entity. It is composed of individuals who have attitudes, feelings, values, norms, and who interact to receive support and satisfaction--Likert's covert aspects of an organization. These individuals are continually reacting to the overt aspects of the organization such as grades, dropout rates and attendance, delinquency and students' satisfaction with school, self-concept, educational aspirations and expectations. If the overt aspects of the organization are seen as positive aspects to be encouraged and emulated in schools, then athletics does have a positive influence. When

teachers, administrators and students value athletics and strive to encourage participation and interest by all, those values that are part of athletics permeate the school system and affect the climate. Athletics, as seen in the review of literature, does have an influence on the overt aspects of a school organization. Athletes, as a group, get better grades, have better rates of attendance and drop out less, are delinquent less often and have higher self-concepts, educational aspirations and educational expectations. Whether these are all inflated because of the preferential treatment given to athletes has yet to be proven or disproven. The fact remains that there is a measurable difference between athletes and nonathletes. Whether this measure existed before a student's contact with sports has also yet to be proven or disproven.

The evidence presented in this review of the literature revealed the many positive features of athletics. It must be remembered, however, that the nature of this type of comparison--athletes vs. nonathletes--forces conclusions that can be misleading. The selection process inherent in athletics prevents many students from being counted as an athlete because of their low grades or delinquent behavior.

So, too, it is with winning. While there is no conclusive evidence to substantiate the effects of a winning season or a winning tradition in a school system, the emotions and interest generated by a winning team cannot be ignored. Those emotions and interest can have a positive effect on the climate of a school. When winning becomes a team effort



and compatibility and cooperation become team goals and those goals become the attitudes and behaviors exhibited by team members as they interact with their peers and others in a school system, then winning is, indeed, worth striving for.

So we end with what we started: perceptions, beliefs, and facts. The facts presented in this review of literature support the belief that athletics can and do affect the climate of a school system. The perceptions suggest that this effect is positive.

Note: It was never the author's intent to build a case either for or against the impact athletic participation might have upon a student. In looking back over the review of related literature, it does appear that athletic participation does have many more positive aspects than negative. In spite of what might appear to be a distorted portrayal of these phenomena, it is believed that this literature review was a fair representation of the evidence as it has been reported to this date.

Obviously, some studies are more carefully controlled than others. The reader is admonished to consider the studies reported herein critically, since no effort has been made by the author to evaluate how carefully designed and controlled each was.

### CHAPTER III. METHODS AND PROCEDURES

#### Design of the Study

This study examined the relationship between winning athletics and the organizational climate of selected Minnesota schools. Schools with winning traditions in athletics for the past five years were compared with schools that hadn't experienced success over this same period. The subtest esprit, of the OCDQ, and results from a twenty-four-item questionnaire dealing with school esprit were examined to determine possible effect on the climate of the selected schools.

In addition, supportive attitudes towards the sports program, as perceived by the coaches in the schools were examined. Finally, demographic data of the dropout rate of students were analyzed for possible effects related to the climate. The survey instruments, sampling procedure, data collection, hypotheses, and statistical analyses are reviewed in this chapter.

#### Description of the Population

Minnesota schools are divided into a two-class system, "A" and "AA", for the purposes of athletic competition. Class "A" schools, used in this study, are further divided into eight regions; each containing four districts for a total of thirty-two districts. Two schools from each of the thirty-two districts were surveyed in this study. Of the sixty-four surveyed, twenty schools were chosen for this study.

### Sampling Procedures

The criterion for being included in this study was a school's win or loss record over a five-year period. The Minnesota State High School League, the governing board for Minnesota athletics, indicated that there are no statistics kept at the state level of win and loss records for Minnesota schools. To determine this, a survey was sent to the principal of one school from each of the thirty-two districts (see Appendix C). Accompanying the survey was a letter written at the request of this researcher from the Minnesota State Principals' Association (see Appendix D). However, not all the schools were randomly chosen. Certain schools included in this study had exceptionally good athletic success over the past five years. Bird Island, for instance, had won the Class "A" state boys basketball tournament and also the Class "C" nine-man state football championship for the past two years in a row. New York Mills had won the Class "A" state girls basketball tournament three times in the past five years.

The first mailing to the principals in the thirty-two districts failed to produce the necessary twenty schools. This resulted in an additional mailing to one other school in each of the thirty-two districts. A total of sixty-four schools were contacted. Of these, fifty-eight responded for a return rate of ninety-one percent.

From these fifty-eight schools, twenty were chosen for this study. Ten schools were deemed successful based on their athletic records during the past five years. These schools will be referred to hereafter as "successful". Table 1 illustrates the records.

Table 1. Win records across 10 schools in each of the five competition areas

	Conference champion	District runner-up	District champion	Region participant	State participant	Totals
School A	10	4	7	7	5	33
School B	-- <sup>a</sup>	1	12	12	6	31
School C	4	7	6	6	3	26
School D	14	5	1	1	5	26
School E	6	4	6	6	3	25
School F	10	4	4	4	2	24
School G	8	2	5	5	1	21
School H	6	1	3	3	5	18
School I	6	3	3	3	2	17
School J	8	2	3	3	0	16

<sup>a</sup>School B does not align itself with a conference.

The ten schools categorized as "unsuccessful" reported no wins in any of the five areas. These schools will be hereafter referred to as "unsuccessful". Table 2 illustrates the records.

After categorizing the schools as successful or unsuccessful based on their reported records, each principal of the twenty selected schools was contacted by phone and asked to participate in the study.

The nature of the study was explained. Halpin and Croft's OCDQ and the School Climate questionnaire were briefly described. All the principals agreed. The number of teachers in each building was determined at this time.

The principals of the twenty schools were mailed a packet of questionnaires (see Appendix E) with an instruction sheet for the principals (see Appendix F). The School Climate questionnaire was mailed following the return of the OCDQ. Of the twenty schools in the sample, two were dropped from the study because of the low return rate of teacher questionnaires. One school from each of the two categories, successful and unsuccessful, was dropped.

Included in the remaining eighteen schools were three hundred eighty-one teachers. Two hundred thirty-eight teachers in the eighteen schools responded to both surveys representing sixty-two percent of the possible responses. Two of the returned OCDQ questionnaires were discarded because of the low percentage of responses to questionnaire items.

The final analyses of data for this study were conducted on eighteen schools, nine categorized as successful and nine categorized as unsuccessful. Two hundred thirty-six teacher responses were analyzed on the

Table 2. Win records across 10 schools in each of the five competition areas

	Conference champion	District runner-up	District champion	Region participant	State participant	Totals
School A	0	0	0	0	0	0
School B	0	0	0	0	0	0
School C	0	0	0	0	0	0
School D	0	0	0	0	0	0
School E	0	0	0	0	0	0
School F	0	0	0	0	0	0
School G	0	0	0	0	0	0
School H	0	0	0	0	0	0
School I	0	0	0	0	0	0
School J	0	0	0	0	0	0

Note: This chart is included as a point of reference for future data analyses.

OCDQ questionnaire. The hundred thirty-eight teacher responses were analyzed on the School Climate questionnaire.

#### Data Gathering Instruments

##### Organizational Climate Description Questionnaire

Halpin and Croft developed the Organizational Climate Description Questionnaire referred to hereafter as the OCDQ. The questionnaire consists of sixty-four items measuring the organizational climate of schools. It measures the relationship between the principal and teachers and the relationship among teachers. The OCDQ is the most widely used instrument of its kind for measuring the organizational climate of schools in this country. Halpin, commenting on the OCDQ stated, "Croft and I published our original report in 1963. Since then, a few dozen investigators have worked with the OCDQ. It has been used in not less than 1,100 schools in the United States and Canada" (46, p. 6).

While developed for use in the elementary schools, the OCDQ is a valid instrument for use in secondary schools. Halpin, commenting again, said, "Perhaps the most thorough research reported thus far on the OCDQ has been done by Andrews. His study is based upon data from 165 Alberta schools, including both elementary and secondary schools. He concluded that the OCDQ possesses good construct validity" (46, p. 7).

The sixty-four items on the questionnaire are used to establish the organizational climate as perceived by the teachers in the school. The items are answered using the scale: rarely occurs, sometimes occurs, often occurs, and very frequently occurs. There are eight subtest scores

of the OCDQ. The four that describe the perceived teachers' behaviors are: Disengagement, Hindrance, Esprit, and Intimacy (see Appendix G). Each subtest of the OCDQ provides a measure of the climate of a school. The scoring of the OCDQ in this study was done in the following way:

1. Schools were grouped into successful and unsuccessful based on their previous five years' athletic records.
2. The aggregate mean score for all the teachers in the eighteen schools was compared to the aggregate mean score for all the coaches in the eighteen schools on each of the eight subtests of the OCDQ. A paired t-test was used.

#### The coaches' questionnaire

The coaches' questionnaire (see Appendix H) was designed to reveal the perceptions of coaches concerning their current coaching position. The ups and downs that characterize the athletic cycle at the high school level makes it imperative that coaches feel the sports program has support from the community, board of education and faculty. Mr. Murrae Freng, executive director of The Minnesota State High School League for the state of Minnesota, in a letter (see Appendix I) replying to this researcher's questions concerning athletics and climate stated,

It is my observation that there is a correlation between activity programs and the attitude, spirit, and loyalty level in the school. Likewise, the school and community that seems to have good school spirit and loyalty and a positive attitude towards its schools have successful programs.

The reasons for community involvement and interest in the sports program is made clear by Coleman. He observed:



In athletics, however, each school and each community surrounding the school, cannot hold its head up if it continues to lose games. It must devote roughly the same attention to athletics as do the schools surrounding it, for athletic games are the only kind of games in which it engages other schools and, by representation, other communities. These games are almost the only means a school has of generating internal cohesion and identification, for they constitute the only activity in which the school participates as a school. (23, p. 309)

Support can come in two ways, visible and tangible. Visible support is shown by attendance at athletic events. Tangible support comes in the form of financial reimbursement for the coaches and supply and equipment purchases for the sports program. The coaches' questionnaire was designed to measure this support. The scoring for the coaches' questionnaire was done in the following way:

1. Schools were grouped into successful and unsuccessful based on their previous five years' athletic records.
2. The aggregate mean scores of the successful and unsuccessful schools on the nine questions were compared. A pooled t-test was used.

#### School Climate Questionnaire

Whereas the OCDQ was in part a measure of the interaction relationship between teachers and principals and the interaction relationship among teachers, the School Climate Questionnaire (see Appendix B) measures teachers' perceptions of both students and teachers.

The questionnaire asks teachers to make an assessment of both students and fellow teachers. The following steps were undertaken in developing the questionnaire:

1. The purposes and specific hypotheses of the study were clearly stated.
2. A review of the literature was conducted to identify previous research findings concerning school climate.
3. Suggestions were made by college professors of Educational Administration and working building level principals and superintendents.
4. Adjustments were made to refine the questionnaire taking into consideration the suggestions made by the professors and administrators.
5. Two additional questions were added to measure the academic climate in a school.

Upon completion of the data gathering for the study, factor analysis and reliability procedures were performed. Cronbach's Alpha Test for reliability was used.

The final instrument consisted of twenty-four questions. Twelve questions were designed to measure the teacher's perceptions of student esprit and twelve questions were designed to measure the teacher's perceptions of their fellow teacher's esprit.

Each item could be responded to by choosing rarely occurs, sometimes occurs, often occurs and very frequently occurs. These responses were weighted one, two, three, and four.

### Demographic Data

The demographic data used in this study, school dropouts, were supplied by the Minnesota Department of Education, Education Statistics Section. The statistics used are based on the 1979-80 school year.

The percentage of students involved in athletics in grades ten through twelve was determined by asking each principal of schools involved in the study to fill out a participation questionnaire (see Appendix J).

### Data Treatment Analysis

The hypotheses tested in this study were answered in the following manner:

- 1) The null hypotheses were written.
- 2) The appropriate statistical levels were determined.
- 3) Statistical tests were computed.
- 4) The null hypotheses were either rejected or retained based on the statistical tests at the set alpha level.

### Hypotheses to be tested

1. There is no difference in the subtest score for esprit, as measured by the OCDQ, between coaches and noncoaches:

$$H_0: \mu_1 = \mu_2$$

$$H_a: \mu_1 \neq \mu_2$$

$$\alpha = .10$$

Statistical analysis: Test the significance of the t-test.

2. There will be no difference in the supportive attitudes for the sports program by the board of education, community and administration, as perceived by the coaches in the system, between schools having "winning" teams and those that do not have "winning" teams:

$$H_0: \mu_1 = \mu_2$$

$$H_a: \mu_1 \neq \mu_2$$

The above hypothesis was tested on the following variables: requests, equipment purchases, community support, board support, administrative support, attendance of board members, salary, attendance at clinics and reimbursement.

$$\alpha = .10$$

Statistical analysis: Test the significance of the t-test.

3. There will be no difference between schools with "winning" teams and those that do not have "winning" teams and the two demographic variables of percentage of students involved in the sports program and the dropout rate of students.

$$H_0: \mu_1 = \mu_2$$

$$H_a: \mu_1 \neq \mu_2$$

The above hypothesis was tested on the following variables: percentage of boys, percentage of girls, percentage of boys and girls and the dropout rate of students.

$$\alpha = .10$$

Statistical analysis: Test the significance of the t-test.

4. There will be no difference in the climate of schools, as perceived by the teachers in those schools, between schools having "winning" teams and those that do not have "winning" teams.

$$H_0: \mu_1 = \mu_2$$

$$H_a: \mu_1 \neq \mu_2$$

The above hypothesis was tested on the following variables: teachers' perceptions of students' esprit, teachers' perceptions of teachers' esprit and the overall esprit.

$$\alpha = .10$$

Statistical analysis: Test the significance of the t-test.

### Summary

The climate of an organization is composed of many variables. Athletics, with its losing and winning teams, is an integral part of that climate. A review of the literature, by the investigator, revealed a need for continuing studies examining the relationship between climate and existing variables. The impact that athletics has on an organization and the lack of existing research examining its relationship to climate led the investigator to examine this topic.

The data from eighteen schools, nine deemed successful and nine unsuccessful based on the previous five years athletic records, were used. Included in the analysis of that data were teachers' perceptions of students' esprit, teachers' esprit, and the overall school esprit as it was contrasted between successful and unsuccessful schools. Coaches' and non-coaches' scores on the subtest esprit, of the OCDQ, were included to determine its impact on the climate of a school. Also, the supportive attitudes for the sports program as perceived by the coaches in successful and unsuccessful schools were analyzed for their effect on climate. Finally, demographic data including percentage of students participating

in the sports program and the dropout rates of students in successful and unsuccessful schools were considered as to its possible effect on the overall climate.

T-tests were used to test the differences between the successful and unsuccessful schools.

A Step-Wise Multiple Regression analysis using the independent variables of esprit of teachers as perceived by teachers, students as perceived by teachers and overall esprit were used as predictor variables for predicting the dependent variables of dropout rate of students, percentage of students involved in the athletic program and the athletic success of a school system.

## CHAPTER IV. FINDINGS

This chapter will present the analyses of the data collected for this investigation. This study was primarily concerned with school climate and the following variables: esprit, coaches' perceptions of supportive attitudes, percentage of students involved in athletics, drop-out rate of students and the effects of a "winning" or "losing" athletic tradition on the climate of a school.

Data were collected on the OCDQ from two hundred thirty-six teachers and on the School Climate questionnaire from two hundred thirty-eight teachers in eighteen schools.

Each of the hypotheses presented in Chapter III will be restated followed by the results of the statistical tests applied to each of the hypotheses. An explanation of the results will follow.

A mathematical axiom states that the whole is equal to the sum of its parts. While this is true for a three-dimensional subject like mathematics, an organization with both overt and covert aspects is multi-dimensional. An organization can be greater than the sum of its parts. These abstract qualities of values, norms, feelings and attitudes Likert referred to earlier combine to make an organization more than equal to the sum of its parts. Esprit is one such quality.

A school system is composed of many subgroups. Each group has its own composition and each makes its own distinct contribution to the overall climate of a school. Coaches are one example of the many subgroups in a school. The investigator was interested in the impact that

coaches make on the overall climate of a school.

Hypothesis 1: There is no difference in the subtest score for esprit, as measured by the OCDQ, between coaches and noncoaches.

$$H_0: \mu_1 = \mu_2$$

$$H_a: \mu_1 \neq \mu_2$$

For the purposes of comparison between coaches and teachers, coaches were given the numerical value of one (1) and teachers the numerical value of two (2).

Table 3. Means, standard deviations, and t-value between teachers' and coaches' scores on the subtest esprit

Climate dimension	Number of cases	Mean	S.D.	t-value	2-tail probability	Decision on the null
ESP 1	18	2.7800	.188	2.80	.012	Reject
ESP 2	18	2.6581	.186			

The strength and direction of the difference between the two scores suggest that the scores for coaches on the subtest, esprit, are positive and higher than noncoaches. Also, the difference in the standard deviation scores between the two groups, .002, is so small that the two groups would be considered to have the same spread of scores.

A sports program is a totality composed of many factions in a community. These include the coaches, student body, faculty, administration,



school board, and the various support and interest groups in the community. The interests and emotions generated by a "winning" team renews the interest shown by those factions. Will coaches in schools with "winning" traditions perceive more support for the sports program than in those schools that do not have a "winning" tradition?

Hypothesis 2: There will be no difference in the supportive attitudes for the sports program by the board of education, community, and administration, as perceived by the coaches in the system, between schools having "winning" teams and those that do not have "winning" teams.

$$H_0: \mu_1 = \mu_2$$

$$H_a: \mu_1 \neq \mu_2$$

The above hypothesis was tested on the following variables: requests for supplies and equipment, equipment purchases, community support, administrative support, attendance by board members at games, salary, attendance at clinics and reimbursement.

For the purposes of comparison between successful and unsuccessful schools, successful schools were given a numerical value of one (1) and unsuccessful schools were given a numerical value of two (2).

The analyses of the nine support areas reveal only two where the means differ significantly. The scale score for the values on this questionnaire ranged from strongly agree to strongly disagree with the numerical value of one (1) indicating strongly agree and five (5), indicating strongly disagree. Coaches in successful schools felt more community support (mean, 2.7) when they were experiencing a losing season than did coaches in unsuccessful schools (mean, 3.2). Also, coaches in successful

Table 4. Means, standard deviations, and t-values for coaches' perceptions of the supportive attitudes between successful and unsuccessful schools

Supportive attitudes	Number of cases	Mean	S.D.	t-value	2-tail probability	Decision on the null
Requests						
Group 1	53	2.1698	.975	1.43	.155	Retain
Group 2	33	1.8485	11.064			
Equipment						
Group 1	52	2.3077	1.164	.81	.418	Retain
Group 2	31	2.0968	1.106			
Community support						
Group 1	54	2.7407	1.152	-1.76	-.081	Reject
Group 2	32	3.2188	1.313			
Board support						
Group 1	54	2.2593	1.031	-1.65	.102	Retain
Group 2	32	2.6563	1.153			
Administrative support						
Group 1	54	2.0556	1.210	-0.61	.546	Retain
Group 2	32	2.2188	1.211			
Attendance						
Group 1	54	2.2333	1.356	.05	.958	Retain
Group 2	33	2.8182	1.211			
Salary						
Group 1	53	3.2642	1.179	-0.93	.356	Retain
Group 2	31	3.5161	1.235			
Attendance						
Group 1	46	1.3043	.465	-2.17	.033	Reject
Group 2	29	1.5517	.506			
Reimbursement						
Group 1		1.2083	.410	-0.59	.558	Retain
Group 2		1.2667	.450			

schools more strongly agreed with the statement, "Provision is made in the master contract or board policy for attendance at coaching clinics" than did coaches in unsuccessful schools.

While only one question in the support area was statistically significant, it was noted that coaches in successful schools achieved more positive mean scores to the other two support questions of, 1) "Even when the team is having a losing season I feel the support is still strong from the board of education", and 2) "Even when the team is having a losing season I feel the support is still strong from the administration."

Successful schools supported more strongly the idea of their coaches attending coaching clinics than did unsuccessful schools as reported by the coaches. An analysis of this statement brings us back to the "chicken and egg" syndrome again. Do successful coaches want to attend clinics to update their philosophies and skills or does attendance at clinics help to make coaches more successful? While there is no clear-cut answer to the question, it is important to keep in mind that there was a supportive attitude shown by the board and the administration for athletics and the coaches in the successful schools.

In Chapter I, Frederickson describes climate as, ". . . a set of conditions that tends to produce a common understanding on the part of the members as to what kinds of behavior are acceptable and appropriate" (Cited in 63, p. 377).

Members of an athletic team to be successful must strive toward the same goals. Kolany demonstrated that teams that are compatible are successful. The values inherent in sports become part of the individuals

who are members of that sport. It could follow then that participation by more or all of the members in an organization could help to produce the kinds of behavior that are acceptable and appropriate.

With the advent of an increasing popularity of girls' athletics in Minnesota, the investigator was interested in looking specifically at girls' participation in athletics. Accordingly, percentage of participation in athletics was analyzed in three parts: 1) boys, 2) girls, and 3) total participation.

Hypothesis 3: There will be no difference in the percentage of students involved in the sports program between schools with "winning" teams and those that do not have "winning" teams.

$$H_0: \mu_1 = \mu_2$$

$$H_a: \mu_1 \neq \mu_2$$

For the purposes of comparison between successful and unsuccessful schools, successful schools were given the numerical value of one (1) and unsuccessful schools the numerical value of two (2).

Data analyses reveal no significant difference between the two groups. Successful schools showed no greater percentage of participation by students--boys, girls, or total students--in the athletic program than did the unsuccessful schools.

In Chapter II, Schafer and Armer were reported as having found almost five times as many nonathletes dropped out of high school as did athletes. They concluded that athletics exert a "holding influence" on students tempted to quit school (92, p. 50). If athletics in general can exert a holding influence, will schools with "winning" traditions

Table 5. Means, standard deviations, and t-values for percentage of participation of students in the sports programs

Percentage of participation	Number of cases	Mean	S.D.	t-value	2-tail probability	Decision on the null
Percentages of boys						
Group 1	149	52.6667	14.671	-0.23	.818	Retain
Group 2	89	54.3333	15.492			
Percentages of girls						
Group 1	149	40.8889	15.161	-0.49	.630	Retain
Group 2	89	44.2222	13.627			
Total participation						
Group 1	149	47.4444	14.587	-0.30	.769	Retain
Group 2	89	49.2222	10.353			

in athletics be able to exert even more of an influence?

Hypothesis 4: There will be no difference in the drop-out rate of students between schools having "winning" teams and those that do not have "winning" teams.

$$H_0: \mu_1 = \mu_2$$

$$H_a: \mu_1 \neq \mu_2$$

For the purposes of comparison between successful and unsuccessful schools, successful schools were given the numerical value of one (1) and unsuccessful schools the numerical value of two (2).

The mean and the t-value for the comparison in the drop-out rate of students between the successful schools and the unsuccessful schools revealed no significant difference.

Table 6. Means, standard deviations and t-value for the drop-out rate of students

Drop-out rates of students	Mean	S.D.	t- value	2-tail probability	Decision on the null
Group 1	2.4044	1.024	-0.24	0.817	Retain
Group 2	2.5444	1.459			

#### School climate analysis

The School Climate questionnaire was designed to measure the esprit of a school system. Students' esprit and teachers' esprit were measured through the use of a twenty-four item questionnaire. Cronbach's Alpha was used to establish the reliability of the instrument. Results of the reliability analysis were as follows: 1) reliability analysis for scale students' esprit was .811, (N of 205 on 12 items), 2) reliability analysis for scale teachers' esprit was .817, (N of 205 on 12 items), and 3) reliability analysis for scale total esprit was .873, (N of 205 on 24 items).

The Pearson Product Correlation Coefficients for the subscales of the instrument were: 1) students' esprit with teachers' esprit (.51), 2) students' esprit with overall esprit (.87), and 3) teachers' esprit with overall esprit (.87).

The investigator was interested in determining if winning had any effect on the climate of a school. This interest was first aroused by a comment made by the high school principal of the New York Mills school

district in a newspaper article after New York Mills--one of the schools used in this study--had just won its second straight high school state girls' basketball tournament. The quote in the newspaper was to the effect that the winning of two state tournament titles had had a very positive effect on the climate of that school system. A review of the literature on climate and on winning failed to yield any research information in this area.

Hypothesis 5: There will be no difference in the climate of schools, as perceived by the teachers in those schools, between schools having "winning" teams and those that do not have "winning" teams.

$$H_0: \mu_1 = \mu_2$$

$$H_a: \mu_1 \neq \mu_2$$

Responses to this hypothesis are presented three ways: 1) teachers' perceptions of students' esprit, 2) teachers' perceptions of teachers' esprit, and 3) teachers' perceptions of overall esprit.

For the purposes of comparison between successful and unsuccessful schools, successful schools were given the numerical value of one (1) and unsuccessful schools the numerical value of two (2).

Teachers' perceptions of students' esprit scores and the overall esprit scores showed no significant mean difference. The scale scores for the values on this questionnaire ranged from rarely occurs to very frequently occurs with the numerical value of one (1) indicating rarely occurs and five (5) indicating very frequently occurs. The hypothesis for teachers' esprit was rejected.

Teachers' esprit scores were higher, occurred more frequently, in

Table 7. Means, standard deviations and t-values for the esprit scores of teachers across the eighteen schools

Esprit scores	Mean	S.D.	t-value	2-tail probability	Decision on the null
Student esprit					
Group 1	2.5314	0.384	-0.80	0.425	Retain
Group 2	2.5755	0.449			
Teacher esprit					
Group 1	3.0102	0.373	-1.82	0.071	Reject
Group 2	3.1079	0.440			
Overall esprit					
Group 1	2.7714	0.326	-1.52	0.130	Retain
Group 2	2.8435	0.393			

unsuccessful schools (mean, 3.10) compared to teachers' esprit scores in successful schools (mean, 3.01).

The mean scores for the comparison of students' esprit and overall esprit indicated the same trend as teachers' esprit. They were higher, occurred more frequently, in unsuccessful schools.

Also, teachers as a group in both successful and unsuccessful schools rated students' esprit lower than their own.

A Step-Wise Multiple Regression analysis was performed to determine if a prediction could be made of the school drop-out rate of students, the percentage of students involved in the athletic program and the athletic success or nonsuccess of a school if the climate in the schools as measured by teachers' perceptions of esprit were known. Table 8 illustrates the results.



Table 8. Results of the Step-Wise Multiple Regression analysis between the dependent variables of drop-out rate of students, percentage of students involved in the athletic program and the success of the athletic program and the independent variables of student and teacher esprit

Variables	Multiple R	R square	F-value
Dependent variable: Drop-out rate of students			
Independent variables:			
Student esprit	.01322	.00017	.04075
Teacher esprit	.06025	.00363	.84900
Dependent variable: Percentage of boys participating in athletics			
Independent variables:			
Student esprit	.00792	.00006	.01460
Teacher esprit	.06011	.00361	.84490
Dependent variable: Percentage of girls participating in athletics			
Independent variables:			
Student esprit	.00304	.00001	.00630
Teacher esprit	.10121	.01024	2.41151
Dependent variable: Total percentage of students participating in athletics			
Independent variables:			
Student esprit	.01435	.00021	.04800
Teacher esprit	.08141	.00663	1.55455
Dependent variable: Success			
Independent variables:			
Student esprit	.05187	.00269	.62868
Teacher esprit	.11771	.01386	3.27371

The F-value that was significant was the independent variable, teacher esprit, with the dependent variable of success. Included with teacher esprit, using regression analysis, was the variable student esprit. These two variables together accounted for eleven percent of the total variance.

The results of the Step-Wise Multiple Regression analysis suggest that the variable, esprit, as perceived by teachers in a school system, is not a valid predictor of school drop-out rate of students, percentage of students involved in the athletic program and has no predictive ability to determine the athletic success or nonsuccess of a school system.

#### Summary

Analysis of the data reported by the respondents from eighteen secondary schools in Minnesota was presented in this chapter. Findings related to the five major hypotheses were reported. The following chapter will present a more complete discussion of the findings as they relate to conclusions and implications of those findings.

## CHAPTER V. SUMMARY, CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

## Summary

Purpose

The major purpose of this study was to examine some of the differences between successful and unsuccessful schools in the area of athletics. The question that was raised was, "Is the climate of a school system affected at all by a school's "winning" or "losing" traditions in athletics?" The investigator was also interested in assessing coaches' influence on the climate of a school. Finally, demographic variables of student participation and drop-out rate of students were examined to determine if a "winning" or "losing" tradition in a school system could affect either variable.

Methods and procedures

A sample of eighteen Minnesota schools with two hundred thirty-eight responding teachers was used in the study. A review of climate, school systems and athletics was presented in Chapter II. Data gathering and procedures for statistical analyses to test the five null hypotheses were discussed in detail in Chapter III.

## Conclusions

Conclusions from the data provided by the respondents from eighteen secondary schools in Minnesota are as follows:

- 1) Esprit scores are higher for coaches than for teachers.

- 2) Coaches in successful schools rated community support more strongly when they were experiencing a losing season than did coaches in unsuccessful schools.
- 3) Coaches in successful schools more strongly agreed with the statement, "Provision is made in the master contract or board policy for attendance at coaching clinics" than did coaches in unsuccessful schools.
- 4) There was no difference in the percentage of students--boys or girls--involved in athletics or the school drop-out rate of students between successful and unsuccessful schools.
- 5) School climate as measured by the teachers' perceptions of esprit was significant only for the teachers' perceptions of teachers' esprit. However, scores were higher in the unsuccessful schools when compared to the successful schools.
- 6) The results of the Step-Wise Multiple Regression analysis used to determine if a prediction could be made about drop-out rate of students, percentage of students involved in the athletic program and the success or nonsuccess of the athletic program were nonsignificant.

#### Discussion of Specific Findings

The major question raised in this investigation was whether a "winning" or "losing" tradition in athletics had any effect on the climate of a school system. It was found that the athletic success or failure of a school system had no effect on the climate of a school as measured by the investigator's School Climate questionnaire. It was interesting to note, however, that coaches scored higher as a group on the subtest esprit of the OCDQ than did noncoaches. Halpin and Croft's (47) questions measuring teachers' esprit use the words, "morale, accomplishment, spirit, acceptance, laughter, and the feeling of 'let's get things done'." These are the same words that we associate with an athletic program. Coaches refer to team morale. Kolonay earlier spoke of compatibility,

a way of acceptance and the feeling of working together to get things done and schools work to build school spirit. The very nature of coaching suggests accomplishment, for it is the one area where accomplishment and nonaccomplishment are glaring. Score board figures don't lie.

Coaches and their teams are continually in the public's eye. Very few teachers ever lose their jobs because of the nonperformance of their students. Coaches do not enjoy this privilege. The pressures of coaching, real and imaginary, make it imperative that coaches work to instill a value system to give direction to their programs. Because they must be continually concerned with those values, it follows then that coaches would be more sensitive and react more positively to questions measuring those qualities and they did. This effect, however, was not strong enough to influence the whole system.

One effect that was felt and that did make a difference was community support for the sports program. Athletic success runs in cycles. There will be up and down years. However, schools that are successful and have had winning traditions over the years establish a reputation as winners.

Coaches from successful schools experiencing a losing season expect that it will just be a matter of time before they will be on the winning track again. Knowing that despite a losing season they still have the support from the community, board and administration helps to make coaches feel more secure in their jobs. These supportive attitudes for athletics and the coaches in the system help to foster a positive attitude that leads to an improved overall climate. Again, this effect as measured

by the subtest esprit of the OCDQ was not powerful enough to affect the overall climate.

It is also important to remember that the overt makes the covert possible. Coaches from successful schools reported that provision is made in the master contract or board policy for attendance at coaching clinics more frequently than did coaches from the unsuccessful schools. This overt, visible action makes it known to everyone that the coaches in the system are encouraged to upgrade their skills and abilities. In return, coaches are expected to develop and run the kind of program that is successful and encourages community support.

An unexpected finding resulted in the analysis of the teachers' esprit scores. Teachers in unsuccessful schools perceived and reported higher esprit scores (mean 3.10) than did teachers in successful schools (mean 3.0) on the School Climate questionnaire. The scores were at the .071 level of significance. An exact meaning or precise conclusion to explain this finding is difficult. There was nothing in the review of literature that addresses this question. The following is offered as speculation as to the cause: A winning season in athletics might tend to draw attention away from the true purpose of schools, that of education. As mentioned previously in Chapter III, two of the schools chosen for this study have had exceptionally good athletic success over the past five years. One had won the Class "A" state boys' basketball championship and also the Class "C" nine-man state football championship for the past two years in a row. Another had won the Class "A" state girls' basketball tournament three times in the past five years.

The School Climate questionnaire measured the agreement among faculty members on working together and cooperating. With as much attention and publicity directed toward the sports program in schools with "winning" traditions, the feeling among the faculty members could become divided and polarized. In one camp would be the coaches and those who support athletics, and in the other camp would be those who see education as the only purpose of the school.

A "winning" season would call attention to athletics and serve to focus that attention away from education and toward the athletic program in the school. Time out from school for pep assemblies, booster club dinners, tournament practices and competition become the order of the day. Faculty and student time and attention for daily lessons and learning become secondary. The end result could be a faculty divided on the true purpose of education.

While the aforementioned is speculation as the reason, the statistical evidence points to the fact that teachers as a group perceived teachers' esprit higher in unsuccessful schools when compared to successful schools. The difference was at the .07 level of statistical significance.

In Chapter II, it was pointed out by Schafer and Armer that athletics exert "a holding influence" on students tempted to quit school (92, p. 50). Results from an analysis of the statistics in this study failed to support Schafer and Armer's conclusion. There was no difference in the school drop-out rate of students between successful and unsuccessful schools. Also, the percentage of students--boys or girls--

involved in the athletic programs was no different between successful and unsuccessful schools.

A Step-Wise Multiple Regression analysis proved ineffective for making any predictions about "winning", percentage of students involved in athletics or the drop-out rate of students.

### Limitations

This study examining the differences between successful and unsuccessful schools in athletics was limited to a five-year period of reporting wins and losses in school sizes limited to between 75 and 350 students. The number of schools involved--eighteen--limited the measure of variance possible and consequently was not adequate to differentiate clearly between successful and unsuccessful schools. Also, the sports surveyed were limited to the five major sports in Minnesota: boys' football, girls' volleyball, boys' and girls' basketball and boys' baseball. Had the length of time for reporting the wins and losses been increased and all the sports been covered, it might have aided in more precise findings.

The statistics used in this study were collected over a two-month period and the results were generalized to a five-year time span. Conclusions drawn must be weighted against this possible bias.

### Relationship of Findings to Other Studies

The results of this study supported earlier research which concluded that ". . . some of the dimensions of organizational climate may be influenced by the socioeconomic environment of the school and also, perhaps,



by certain personality characteristics of principals and teachers" (106, p. 455). While the evidence was inconclusive as to the coach's effect on the overall climate of a school, coaches as a group did score higher on the subtest esprit.

A. Ross Thomas criticized past studies of organizational climate as being too preoccupied with providing generalized descriptions rather than dealing with data of a comparative nature (106, p. 443). This investigation attempted to compare successful and unsuccessful schools based on athletic records. Successful and unsuccessful schools were compared using the variables of esprit, percentage of students involved in the athletic program and the school drop-out rates of students.

This investigation limited to five major sports and athletic records extending over a five-year period found no conclusive relationship that could be generalized to the overall climate of a school. "Winning" and "losing" had no measurable effect on the climate of a school as measured by the investigator's School Climate questionnaire.

#### Recommendations for Further Study

A substantial body of literature is available on organizational climate. Increasingly, sophisticated methods of statistical analyses makes it possible for more intensive studies to be conducted.

The investigator makes the following suggestions for further study:

1. The results of this study led the investigator to suggest that other subgroups within the school organization such as the negotiations team, the fine arts teachers, i.e., music and drama, custodial staff, administrative and supportive services such as counselors, nurses and psychologists, and the secretarial

pool be examined with regard to their respective relationships to organizational climate.

2. Coleman's 1958 study found that athletics dominated school life (23). The final recommendation would be to extend this study to cover all sports in a school's athletic program. This would include the junior high program as well. Does a sound feeder program, as Murrae Freng suggests, help to produce schools that have "winning" teams and programs? Extending the time period from five years to fifteen or twenty could provide a more definite delineation between schools with "winning" traditions and those that hadn't experienced athletic success.

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## ACKNOWLEDGMENTS

The author would like to express his appreciation to the following for their help in this study. To Dr. Ross Engel, a special thanks for his guidance and suggestions during the development, planning and completion of the study. The organization of the survey materials for the computer analysis was greatly assisted by Dr. Rex Thomas. Dr. James Sweeney's suggestions provided needed direction during the developmental stages. The advice of Dr. Anton Netusil was especially helpful with the data analyses for the study.

The author would also like to thank all those who assisted in the development of the questionnaire items. Appreciation is extended to Gwen Ethington who typed the manuscript and offered helpful suggestions.

The Iowa State University Committee on the Use of Human Subjects in Research reviewed this project and concluded that the rights and welfare of the human subjects were adequately protected, that risks were outweighed by the potential benefits and expected value of the knowledge sought, that confidentiality of data was assured and that informed consent was obtained by appropriate procedures.

A final thank-you to my wife, Barb, and two daughters, Naomi and Brenda, who have been especially understanding and patient during the time of the study.

**APPENDIX A: ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE**

**TABLE 4.1**

**THE ORGANIZATIONAL CLIMATE DESCRIPTION  
QUESTIONNAIRE, FORM IV**

1. Teachers' closest friends are other faculty members at this school.
2. The mannerisms of teachers at this school are annoying.
3. Teachers spend time after school with students who have individual problems.
4. Instructions for the operation of teaching aids are available.
5. Teachers invite other faculty members to visit them at home.
6. There is a minority group of teachers who always oppose the majority.
7. Extra books are available for classroom use.
8. Sufficient time is given to prepare administrative reports.
9. Teachers know the family background of other faculty members.
10. Teachers exert group pressure on nonconforming faculty members.
11. In faculty meetings, there is the feeling of "let's get things done."
12. Administrative paper work is burdensome at this school.
13. Teachers talk about their personal life to other faculty members.
14. Teachers seek special favors from the principal.
15. School supplies are readily available for use in classwork.
16. Student progress reports require too much work.
17. Teachers have fun socializing together during school time.
18. Teachers interrupt other faculty members who are talking in staff meetings.
19. Most of the teachers here accept the faults of their colleagues.
20. Teachers have too many committee requirements.
21. There is considerable laughter when teachers gather informally.
22. Teachers ask nonsensical questions in faculty meetings.
23. Custodial service is available when needed.
24. Routine duties interfere with the job of teaching.
25. Teachers prepare administrative reports by themselves.
26. Teachers ramble when they talk in faculty meetings.
27. Teachers at this school show much school spirit.
28. The principal goes out of his way to help teachers.

29. The principal helps teachers solve personal problems.
30. Teachers at this school stay by themselves.
31. The teachers accomplish their work with great vim, vigor, and pleasure.
32. The principal sets an example by working hard himself.
33. The principal does personal favors for teachers.
34. Teachers eat lunch by themselves in their own classrooms.
35. The morale of the teachers is high.
36. The principal uses constructive criticism.
37. The principal stays after school to help teachers finish their work.
38. Teachers socialize together in small select groups.
39. The principal makes all class-scheduling decisions.
40. Teachers are contacted by the principal each day.
41. The principal is well prepared when he speaks at school functions.
42. The principal helps staff members settle minor differences.
43. The principal schedules the work for the teachers.
44. Teachers leave the grounds during the school day.
45. The principal criticizes a specific act rather than a staff member.\*
46. Teachers help select which courses will be taught.
47. The principal corrects teachers' mistakes.
48. The principal talks a great deal.
49. The principal explains his reasons for criticism to teachers.
50. The principal tries to get better salaries for teachers.
51. Extra duty for teachers is posted conspicuously.
52. The rules set by the principal are never questioned.
53. The principal looks out for the personal welfare of teachers.
54. School secretarial service is available for teachers' use.
55. The principal runs the faculty meeting like a business conference.
56. The principal is in the building before teachers arrive.
57. Teachers work together preparing administrative reports.
58. Faculty meetings are organized according to a tight agenda.
59. Faculty meetings are mainly principal-report meetings.
60. The principal tells teachers of new ideas he has run across.
61. Teachers talk about leaving the school system.
62. The principal checks the subject-matter ability of teachers.
63. The principal is easy to understand.
64. Teachers are informed of the results of a supervisor's visit.

**APPENDIX B: SCHOOL CLIMATE QUESTIONNAIRE**

Below are twenty-four statements that relate to school climate. Using a scale of one to four, with one to indicate rarely occurs and four to indicate very frequently occurs, circle the number that best describes your level of agreement with the following statement about your school.

	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs
1. Students are enthusiastic at pep assemblies.	1	2	3	4
2. Students attempt to keep the building clean.	1	2	3	4
3. Students speak positively about the school.	1	2	3	4
4. Students show respect for their teachers.	1	2	3	4
5. Students do not obey school rules.	1	2	3	4
6. It is evident that students enjoy school.	1	2	3	4
7. It is apparent that students are proud of their school.	1	2	3	4
8. Students police one another to deter vandalism.	1	2	3	4
9. Students work hard to be successful in school.	1	2	3	4
10. Classes work together on school projects.	1	2	3	4
11. Students are not well behaved in school assemblies.	1	2	3	4
12. Students value academic success.	1	2	3	4
13. Teachers attend school functions voluntarily.	1	2	3	4
14. Teachers do not work well together to solve school problems.	1	2	3	4
15. Teachers are willing to spend extra time working on curriculum.	1	2	3	4
16. Teacher go about their work in a happy sort of way.	1	2	3	4
17. Teachers work hard to see that school rules are enforced.	1	2	3	4
18. Teachers support school policies.	1	2	3	4
19. Teachers give of their own time to help students when necessary.	1	2	3	4
20. Teachers try to get the best out of students.	1	2	3	4
21. Teachers are not very punctual in arriving at school.	1	2	3	4
22. Teachers indicate that they enjoy their work.	1	2	3	4
23. Teachers indicate that they are proud of the school.	1	2	3	4
24. Teachers emphasize skills of reading, writing, and thinking in their classrooms.	1	2	3	4



**APPENDIX C: WIN AND LOSS RECORD OVER THE PAST FIVE YEARS**

School \_\_\_\_\_

Dear Principal:

I am in the process of compiling information to be used in a dissertation examining the climate of schools and its relationship to athletics. I would appreciate it if you would take a few minutes of your time and fill in the information as it applies to your athletic program for the past five years. If your school does not have one of the sports listed place an NA in the first column next to the sport. If more than one of the designations apply put an X under each of the columns. For instance, if your baseball team won the conference, was the district champion and participated in both the region and state you would put an X under each of the columns.

<u>1975-76</u>	<u>Conference Champion</u>	<u>District Runner-up</u>	<u>District Champion</u>	<u>Region Participant</u>	<u>State Participant</u>
Football	_____	_____	_____	_____	_____
Volleyball	_____	_____	_____	_____	_____
Basketball-boys	_____	_____	_____	_____	_____
Basketball-girls	_____	_____	_____	_____	_____
Baseball	_____	_____	_____	_____	_____
<u>1976-77</u>					
Football	_____	_____	_____	_____	_____
Volleyball	_____	_____	_____	_____	_____
Basketball-boys	_____	_____	_____	_____	_____
Basketball-girls	_____	_____	_____	_____	_____
Baseball	_____	_____	_____	_____	_____
<u>1977-78</u>					
Football	_____	_____	_____	_____	_____
Volleyball	_____	_____	_____	_____	_____
Basketball-boys	_____	_____	_____	_____	_____
Basketball-girls	_____	_____	_____	_____	_____
Baseball	_____	_____	_____	_____	_____

<u>1978-79</u>	<u>Conference Champion</u>	<u>District Runner-up</u>	<u>District Champion</u>	<u>Region Participant</u>	<u>State Participant</u>
Football	_____	_____	_____	_____	_____
Volleyball	_____	_____	_____	_____	_____
Basketball-boys	_____	_____	_____	_____	_____
Basketball-girls	_____	_____	_____	_____	_____
Baseball	_____	_____	_____	_____	_____
 <u>1979-80</u>					
Football	_____	_____	_____	_____	_____
Volleyball	_____	_____	_____	_____	_____
Basketball-boys	_____	_____	_____	_____	_____
Basketball-girls	_____	_____	_____	_____	_____
Baseball	_____	_____	_____	_____	_____

Thank-you for your time and assistance.

Sincerely,

Kent S. Nelson  
High School Principal  
Trimont, Minnesota

**APPENDIX D: SUPPORT LETTER FROM THE MINNESOTA ASSOCIATION  
OF SECONDARY SCHOOL PRINCIPALS**

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# Minnesota Association of Secondary School Principals

Suite 350, Hanover Building, 480 Cedar Street, St. Paul, Minnesota 55101 - Telephone (612) 224-1828

October 16, 1980

Dear Principal:

This is to inform you that Kent Nelson is a member of the Minnesota Association of Secondary School Principals and is a member in good standing.

Would you please help Kent by completing the enclosed survey! This is for his dissertation.

Sincerely,



Phillip L. Tenney  
Interim Executive Director

PLT/aak

JAMES O'REGAN, President

BERNARD JANESKY, President-Elect

DONALD HOVLAND, Coordinator

ALLAN JOHNSON, Secretary

DAVID FRYE, Past President

PHILLIP L. TENNEY, Interim Executive Director

AFFILIATED WITH THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS  
AND SCHOOL ADMINISTRATORS OF MINNESOTA

**APPENDIX E: QUESTIONNAIRE INSTRUCTIONS FOR PARTICIPATING TEACHERS**

THE ASSESSMENT OF FACTORS AFFECTING THE ORGANIZATIONAL CLIMATE  
OF SCHOOLS

Instructions:

You are participating in an experimental study of certain beliefs (values or attitudes) held by the people in this group.

Do not put your name on this answer sheet. Every effort will be made to assure you that this information will be treated with the kind of professional responsibility and confidentiality you demand.

Any inquiries concerning the procedure of this survey can be forwarded and will be answered promptly. Participation in this questionnaire is voluntary and can be discontinued at any time without prejudice. Your cooperation and assistance is appreciated.

Please answer all of the questions about personal data requested below. When this is done, you may begin to answer the inventory questions in the space provided.

---

PERSONAL DATA: (Circle appropriate number in each group)

1.0 SEX

- 1.1 Male
- 1.2 Female

2.0 AGE

- 2.1 20-25
- 2.2 26-30
- 2.3 31-35
- 2.4 36-40
- 2.5 41-45
- 2.6 46-50
- 2.7 51-55
- 2.8 56-60
- 2.9 61-65
- 2.10 66-70

3.0 PLEASE CHECK THE APPROPRIATE SPACE OR FILL IN THE REQUESTED INFORMATION AS IT APPLIES TO YOUR CURRENT COACHING POSITION IN THIS SYSTEM.

	I am currently the head coach of the following:	I am currently the assistant coach of the following:	Years as the head coach:	Years as the assistant coach:
Football	_____	_____	_____	_____
Volleyball	_____	_____	_____	_____
Basketball-girls	_____	_____	_____	_____
Basketball-boys	_____	_____	_____	_____
Baseball	_____	_____	_____	_____



THE ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE (OCDQ)

The items in this questionnaire describe typical behaviors or conditions that occur within a school organization. Please indicate to what extent each of these descriptions characterizes your school. Please do not evaluate the items in terms of "good" or "bad" behavior, but read each item carefully and respond in terms of how well the statement describes your school.

The descriptive scale on which to rate the items is printed at the top of your answer sheet. Please read the instructions which describe how you should mark your answers.

The purpose of this questionnaire is to secure a description of the different ways in which teachers behave and of the various conditions under which they must work. After you have completed the test we will examine the behaviors or conditions that have been described as typical by the majority of the teachers in your school, and we will construct from this description, a portrait of the Organizational Climate of your school.

On the sheet titled "Biographical Information" please note which categories apply to you by placing a mark in the appropriate space to the right of each item. DO NOT DETACH THIS SHEET FROM YOUR ANSWER SHEET.

ANSWER SHEET MARKING INSTRUCTIONS

Printed below is an example of a typical item found in the  
Organizational Climate Description Questionnaire:

Teachers call each other by their first names.

- |                            |   |   |   |   |
|----------------------------|---|---|---|---|
| 1. Rarely occurs           | 1 | 2 | 3 | 4 |
| 2. Sometimes occurs        |   |   |   |   |
| 3. Often occurs            |   |   |   |   |
| 4. Very frequently occurs. |   |   |   |   |

In this example the respondent marked alternative 3 to show that the interpersonal relationship described by this item "often occurs" at his school. Of course, any of the other alternatives could be selected, depending upon how often the behavior described by the item does, indeed, occur in your school.

PLEASE BE SURE THAT YOU MARK EVERY ITEM.

**APPENDIX F: QUESTIONNAIRE INSTRUCTIONS FOR PARTICIPATING  
PRINCIPALS**

Dear Principal:

Enclosed you will find two questionnaires. One is to be filled out only by coaches and assistant coaches. The other is to be filled out by all the faculty in grades 7-12 in your school. Questions 1.0 and 2.0 on page one (1) are to be completed by all the faculty. Question 3.0 and the second page with the heading, "Please indicate your level of agreement with the following statement as it concerns your present coaching position" are to be completed only by the assistant and head coaches on your faculty.

The second questionnaire starting with page three (3) includes the purpose of the questionnaire, sample marking instructions and the 69 question Organizational Climate Description Questionnaire which is to be completed by all the faculty members.

Thank you for your assistance in this project. I am again asking you to remind respondents that their cooperation is very much needed but must be offered on a totally volunteer basis.

Sincerely,

Kent S. Nelson

**APPENDIX G: THE EIGHT DIMENSIONS OF ORGANIZATIONAL CLIMATE**

TABLE 4.1  
(Continued)THE ORGANIZATIONAL CLIMATE DESCRIPTION  
QUESTIONNAIRE, FORM IV

65. Grading practices are standardized at this school.\*
66. The principal insures that teachers work to their full capacity.
67. Teachers leave the building as soon as possible at day's end.\*
68. The principal clarifies wrong ideas a teacher may have.\*
69. Schedule changes are posted conspicuously at this school.\*

\* These five items are merely "buffer" items used to fill out the IBM cards; these five items are not scored. The questionnaire scores are based on 64 items.

the eight dimensions to eight corresponding subtests. The first four subtests refer primarily to the behavior of the teachers; the second four, to the behavior of the principal. The eight dimensions of Organizational Climate are described in Table 4.2. The OCDQ, Form IV, items which compose each of the eight corresponding subtests are listed in Tables 4.3 and 4.4. The items in Table 4.3 refer to the teachers' behavior; those in Table 4.4, to the principal's behavior.

TABLE 4.2

## THE EIGHT DIMENSIONS OF ORGANIZATIONAL CLIMATE

*Teachers' Behavior*

1. *Disengagement* refers to the teachers' tendency to be "not with it." This dimension describes a group which is "going through the motions," a group that is "not in gear" with respect to the task at hand. It corresponds to the more general concept of *anomie* as first described by Durkheim.\* In short, this subtest focuses upon the teachers' behavior in a task-oriented situation.
2. *Hindrance* refers to the teachers' feeling that the principal burdens them with routine duties, committee demands, and other requirements which the teachers construe as unnecessary "busywork." The teachers perceive that the principal is hindering rather than facilitating their work.

3. *Esprit* refers to morale. The teachers feel that their social needs are being satisfied, and that they are, at the same time, enjoying a sense of accomplishment in their job.
4. *Intimacy* refers to the teachers' enjoyment of friendly social relations with each other. This dimension describes a social-needs satisfaction which is not necessarily associated with task-accomplishment.

*Principal's Behavior*

5. *Aloofness* refers to behavior by the principal which is characterized as formal and impersonal. He "goes by the book" and prefers to be guided by rules and policies rather than to deal with the teachers in an informal, face-to-face situation. His behavior, in brief, is universalistic rather than particularistic; nomothetic rather than idiosyncratic. To maintain this style, he keeps himself—at least, "emotionally"—at a distance from his staff.
6. *Production Emphasis* refers to behavior by the principal which is characterized by close supervision of the staff. He is highly directive and plays the role of a "straw boss." His communication tends to go in only one direction, and he is not sensitive to feedback from the staff.
7. *Thrust* refers to behavior by the principal which is characterized by his evident effort in trying to "move the organization." Thrust behavior is marked not by close supervision, but by the principal's attempt to motivate the teachers through the example which he personally sets. Apparently, because he does not ask the teachers to give of themselves any more than he willingly gives of himself, his behavior, though starkly task-oriented, is nonetheless viewed favorably by the teachers.
8. *Consideration* refers to behavior by the principal which is characterized by an inclination to treat the teachers "humanly," to try to do a little something extra for them in human terms.

\* Emile Durkheim, *Le Suicide* (Paris: Librairie Felix Alcan, 1930), p. 277. *Anomie* describes a planlessness in living, a method of living which defeats itself because achievement has no longer any criterion of value; happiness always lies beyond any present achievement. Defeat takes the form of ultimate disillusion—a disgust with the futility of endless pursuit.

TABLE 4.3

OCDQ, FORM IV—ITEMS THAT COMPOSE FOUR SUBTESTS:  
TEACHERS' BEHAVIOR

*I. Disengagement*

- 1.\* The mannerisms of teachers at this school are annoying.
2. There is a minority group of teachers who always oppose the majority.
3. Teachers exert group pressure on nonconforming faculty members.
4. Teachers seek special favors from the principal.
5. Teachers interrupt other faculty members who are talking in staff meetings.
6. Teachers ask nonsensical questions in faculty meetings.
7. Teachers ramble when they talk in faculty meetings.
8. Teachers at this school stay by themselves.
9. Teachers talk about leaving the school system.
10. Teachers socialize together in small select groups.

*II. Hindrance*

11. Routine duties interfere with the job of teaching.
12. Teachers have too many committee requirements.
13. Student progress reports require too much work.
14. Administrative paper work is burdensome at this school.
15. Sufficient time is given to prepare administrative reports.\*\*
16. Instructions for the operation of teaching aids are available.\*\*

*III. Esprit*

17. The morale of the teachers is high.
18. The teachers accomplish their work with great vim, vigor, and pleasure.
19. Teachers at this school show much school spirit.
20. Custodial service is available when needed.
21. Most of the teachers here accept the faults of their colleagues.
22. School supplies are readily available for use in classwork.
23. There is considerable laughter when teachers gather informally.
24. In faculty meetings, there is the feeling of "let's get things done."
25. Extra books are available for classroom use.

26. Teachers spend time after school with students who have individual problems.

*IV. Intimacy*

27. Teachers' closest friends are other faculty members at this school.
28. Teachers invite other faculty members to visit them at home.
29. Teachers know the family background of other faculty members.
30. Teachers talk about their personal life to other faculty members.
31. Teachers have fun socializing together during school time.
32. Teachers work together preparing administrative reports.
33. Teachers prepare administrative reports by themselves.\*\*

\* These numbers are used solely to list the items here by subtest. The numbers do not correspond to the sequence in which the items actually appear in Form IV. See Table 4.1, p. 148.

\*\* Scored negatively.

TABLE 4.4

OCDQ, FORM IV—ITEMS THAT COMPOSE FOUR SUBTESTS:  
PRINCIPAL'S BEHAVIOR

*V. Aloofness*

- 34.\* Faculty meetings are organized according to a tight agenda.
35. Faculty meetings are mainly principal-report meetings.
36. The principal runs the faculty meeting like a business conference.
37. Teachers leave the grounds during the school day.
38. Teachers eat lunch by themselves in their own classrooms.
39. The rules set by the principal are never questioned.
40. Teachers are contacted by the principal each day.
41. School secretarial service is available for teachers' use.\*\*
42. Teachers are informed of the results of a supervisor's visit.\*\*

*VI. Production Emphasis*

43. The principal makes all class scheduling decisions.
44. The principal schedules the work for the teachers.
45. The principal checks the subject-matter ability of teachers.
46. The principal corrects teachers' mistakes.

TABLE 4.4  
(Continued)OCDQ, FORM IV—ITEMS THAT COMPOSE FOUR SUBTESTS:  
PRINCIPAL'S BEHAVIOR

47. The principal insures that teachers work to their full capacity.  
48. Extra duty for teachers is posted conspicuously.  
49. The principal talks a great deal.

## VII. Thrust

50. The principal goes out of his way to help teachers.  
51. The principal sets an example by working hard himself.  
52. The principal uses constructive criticism.  
53. The principal is well prepared when he speaks at school functions.  
54. The principal explains his reasons for criticism to teachers.  
55. The principal looks out for the personal welfare of teachers.  
56. The principal is in the building before teachers arrive.  
57. The principal tells teachers of new ideas he has run across.  
58. The principal is easy to understand.

## VIII. Consideration

59. The principal helps teachers solve personal problems.  
60. The principal does personal favors for teachers.  
61. The principal stays after school to help teachers finish their work.  
62. The principal helps staff members settle minor differences.  
63. Teachers help select which courses will be taught.  
64. The principal tries to get better salaries for teachers.

\* These numbers are used solely to list the items here by subtest. The numbers do not correspond to the sequence in which the items actually appear in Form IV. See Table 4.1, p. 148.

\*\* Scored negatively.

## THE ANALYSIS OF THE EIGHT SUBTEST SCORES

Thus far, we had analyzed the data entirely at the *item* level. By means of iterative cluster analyses and factor analyses, we had identified the eight, relatively independent dimensions which we chose to use as indexes of the Organizational Climate of a school.

We had come out with 64 "live" items, and we had assigned those items which composed each of the eight "climate" dimensions to the eight respective subtests of the OCDQ.

The next task was to move from the *item* level to the *subtest* level. To compute each respondent's eight subtest scores, we simply summed his item scores, subtest by subtest, and divided each of the eight sums by the number of items in the corresponding subtest. Next, we rounded off each quotient to a two-digit score for each subtest. This procedure gave us eight subtest scores for each of the 1151 respondents.

We computed the mean and the standard deviation for each subtest (summing across all 1151 respondents) and converted the raw scores into standard scores, with an arbitrary mean of 50 and a standard deviation of ten. We now had eight standard scores for each respondent. The correlations between these eight subtest scores are presented in Table 4.5.

TABLE 4.5  
CORRELATIONS BETWEEN EIGHT SUBTEST SCORES  
OF THE OCDQ, FORM IV, 64 ITEMS (N = 1151)

OCDQ Subtest	1	2	3	4	5	6	7	8
<b>Teachers' Behavior</b>								
1. Disengagement	1.00	.27	-.36	.00	.18	.17	-.22	.04
2. Hindrance		1.00	-.32	-.07	.15	.08	-.25	-.15
3. Esprit			1.00	.31	-.09	.12	.60	.42
4. Intimacy				1.00	-.06	.11	.18	.31
<b>Principal's Behavior</b>								
5. Aloofness					1.00	.13	-.07	-.10
6. Production Emphasis						1.00	.17	.19
7. Thrust							1.00	.49
8. Consideration								1.00



**APPENDIX H: COACHES' QUESTIONNAIRE**

PLEASE INDICATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENT  
AS IT CONCERNS YOUR PRESENT COACHING POSITION.

(Circle the appropriate number.)

	STRONGLY AGREE			STRONGLY DISAGREE	
Requests for supplies and equipment are honored without any "hassels".	1	2	3	4	5
Generally, the board of education has supported requests of major equipment purchases. (Ex.-Weight mach.)	1	2	3	4	5
Even when the team is having a losing season I feel the support is still strong from:					
1. the community	1	2	3	4	5
2. the board of education	1	2	3	4	5
3. the administration	1	2	3	4	5
Board members attend games regularly.	1	2	3	4	5
The existing salary schedule of coaches is equitable.	1	2	3	4	5
Provision is made in the master contract or board policy for attendance at coaching clinics.	yes _____	no _____			
Coaching clinics are financially reimbursed. (Ex.-mileage paid)	yes _____	no _____			

APPENDIX I: MURRAE FRENG'S LETTER



111  
MINNESOTA STATE HIGH SCHOOL LEAGUE  
2621 FAIROAK AVENUE • ANOKA, MINNESOTA 55303  
Phone: (612) 427-5250

MURRAE FRENG  
EXECUTIVE DIRECTOR

ORVAL BIES  
ASSISTANT TO THE EXECUTIVE DIRECTOR

MARVIN HELLING  
ASSOCIATE EXECUTIVE DIRECTOR

DOROTHY McINTYRE  
ASSISTANT TO THE EXECUTIVE DIRECTOR

February 15, 1980

Principal Kent Nelson  
Tri-Mont Area Public Schools  
Trimont, Minnesota 56176

Dear Mr. Nelson:

I'm happy to respond to some of the questions you have posed regarding certain areas of your research for a Ph.D. Degree.

Generally speaking, it is my opinion that successful activity programs go hand in hand with a successful total school program. It is possible this statement is like the "chicken and the egg syndrome" where no one really knows which comes first. It is my observation that there is a correlation between the activity program and the attitude, spirit, and loyalty level in the school. Likewise, the school and community that seem to have good school spirit and loyalty and a positive attitude towards its schools have successful activity programs.

In any team sport where there is competition there are going to be 50% winners and 50% losers. I cannot believe that the programs that do not achieve a .500 season are not successful or do not provide worthwhile educational experiences. The tradition of the community and school is going to determine what is a winning season. Extraneous factors such as the activity itself, school and community attitudes toward the activity, previous accomplishments, levels of competition, conference membership, etc. also help to determine whether or not this is a winning season.

It would seem that in most situations a winning season is a result of a good program assuming you define a good program to be good teaching. If, however, you define a program to be graduated levels of elementary, junior high, senior high team levels, then the perspective of the question is changed. Certainly if every community had sound, educational feeder programs, the results would probably come out the same.

A certain amount of money is necessary to establish an activity program for leadership and equipment. However, you cannot necessarily buy winning or equate success to dollars spent.




An Equal Opportunity Employer

Mr. Kent Nelson  
Page 2  
February 15, 1980

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Experience is always a factor. It becomes more important when the coach is a proven teacher or leader. Years of experience will not assure a good program or a winning program.

Yours very truly,



Murrae N. Freng  
Executive Director

MNF:jsw

**APPENDIX J: STUDENTS' PARTICIPATION SURVEY**

Dear \_\_\_\_\_

As part of the statistical chapter I need to know the number of students, boys and girls in grades 10, 11, and 12, who participate in sports in your school. The sports I am surveying are: football, volleyball, girl's and boy's basketball and baseball. A student is included if he or she plays either on the varsity or junior varsity team. A student is counted only once (1) even though he or she participates in more than one of the previously mentioned sports.

- \_\_\_\_\_ Number of boys in the 10th grade.
  - \_\_\_\_\_ Number of boys participating in the sports listed above.
  - \_\_\_\_\_ Number of girls in the 10th grade.
  - \_\_\_\_\_ Number of girls participating in the sports listed above.
- 

- \_\_\_\_\_ Number of boys in the 11th grade.
  - \_\_\_\_\_ Number of boys participating in the sports listed above.
  - \_\_\_\_\_ Number of girls in the 11th grade.
  - \_\_\_\_\_ Number of girls participating in the sports listed above.
- 

- \_\_\_\_\_ Number of boys in the 12th grade.
- \_\_\_\_\_ Number of boys participating in the sports listed above.
- \_\_\_\_\_ Number of girls in the 12th grade.
- \_\_\_\_\_ Number of girls participating in the sports listed above.

Please return this in the envelope with the questionnaires. Thank you again for your help.

APPENDIX K: PERMISSION FROM MACMILLIAN PUBLISHING COMPANY



116  
MACMILLAN PUBLISHING CO., INC.  
866 Third Avenue, New York, N. Y. 10022

August 27, 1980

Mr. Kent S. Nelson  
540 Birch East  
Tremont, Minnesota 56176

Dear Mr. Nelson:

You have our permission to use, in the English language only, the "Organizational Climate Description Questionnaire" from THEORY AND RESEARCH IN ADMINISTRATION by Andrew W. Halpin, subject to the following limitations:

Permission is granted for usage of the material in the manner and for the purpose as specified in your letter. Note: If your doctoral dissertation is published, other than University Microfilms, it is necessary to reapply for permission;

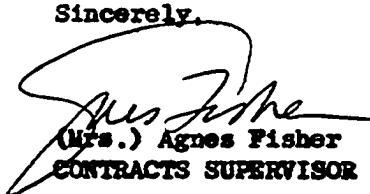
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Halpin. © Copyright by Andrew W. Halpin, 1966.

If you are in agreement, please sign both copies of this letter in the space provided below and return one copy and your remittance to this department.

Sincerely,

  
(Mrs.) Agnes Fisher  
CONTRACTS SUPERVISOR

Enclosure  
AGREED TO AND ACCEPTED:

  
Kent S. Nelson